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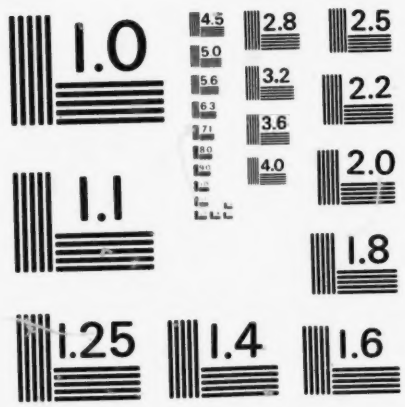

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ABSTRACT

THIS REPORT OUTLINES THE HISTORY OF PROJECT INFORMATION EXCHANGE, DESCRIBES THE METROPOLITAN TORONTO CONTINUING EDUCATION DIRECTORY AND ITS DISSEMINATION, DEFINES METHODOLOGY USED TO OBTAIN FEEDBACK ON THE VALUE OF THE INFORMATION EXCHANGE THAT OCCURRED, ANALYZES RESPONSES BY CONTRIBUTORS TO THE DIRECTORY AND BY A SAMPLE OF USERS, AND STATES IMPLICATIONS OF PROJECT FINDINGS. PROJECT MANAGEMENT AND EXPENDITURES ARE SUMMARIZED. THE PROFESSIONAL USER STUDY CONCENTRATES ON INFORMATION DISSEMINATION PRACTICES AND ON SUCH FACTORS AS COMMUNITY AND INSTITUTIONAL CHARACTERISTICS, ATTITUDES TOWARD INFORMATION TOOLS, AND INFORMATION NEEDS AND RESOURCES. INDIVIDUAL USERS' EXPERIENCES AND RESOURCES IN SEEKING COURSES ARE ALSO CONSIDERED, ALONG WITH RESULTS OF THE TESTING OF A USER INQUIRY DEVICE. A SPONSOR INQUIRY ANALYZES USES OF THE DIRECTORY BY COURSE ADMINISTRATORS, CHANGES DESIRED IN ITS CONTENT AND ORGANIZATION, ACCURACY OF THE DATA, THE STABILITY OF THE INFORMATION, AND ADULT EDUCATION PRACTICES AFFECTING THE ABOVE. FINALLY, THE REPORT STRESSES THE COMPLEXITY OF VALUES ASSOCIATED WITH THE DIRECTORY, SUGGESTS FUTURE DIRECTIONS, DISCUSSES THE ECONOMIC VIABILITY OF ADULT EDUCATION IN GREATER TORONTO, AND PROPOSES AN INFORMATION HANDLING SYSTEM. (AUTHOR/LY)

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PROJECT
INFORMATION
EXCHANGE

PHASE II FINAL REPORT SUMMARY

AN INFORMAL PUBLICATION OF

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THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

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PROJECT INFORMATION EXCHANGE

PHASE II

(DEVELOPMENT PROJECT 0379-53)

SEPTEMBER 1 - DECEMBER 31, 1969

FINAL REPORT SUMMARY

SUBMITTED TO THE DEVELOPMENT REVIEW BOARD OF O.I.S.E.
BY DIANA J. IRONSIDE ON BEHALF OF THE THREE SPONSORS

METROPOLITAN TORONTO LIBRARY BOARD
ONTARIO ASSOCIATION FOR CONTINUING EDUCATION
DEPARTMENT OF ADULT EDUCATION, THE ONTARIO
INSTITUTE FOR STUDIES IN EDUCATION

DEPARTMENT OF ADULT EDUCATION
THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION

JANUARY 15, 1970

PROJECT INFORMATION EXCHANGE

MEMORANDUM

JANUARY 12, 1970.

TO: CHAIRMAN, DEVELOPMENT REVIEW BOARD, O.I.S.E.
DIRECTOR, METROPOLITAN TORONTO LIBRARY BOARD
SECRETARY, ONTARIO ASSOCIATION FOR CONTINUING EDUCATION

FROM: DIANA J. IRONSIDE
DIRECTOR, PROJECT INFORMATION EXCHANGE, PHASE II.

RE: FINAL REPORT SUMMARY OF PROJECT INFORMATION EXCHANGE PHASE II
(SEPTEMBER 1 - DECEMBER 31, 1969)
DEVELOPMENT PROJECT 0379-53

THIS SUMMARY IS SUBMITTED TO THE THREE SPONSORS OF PHASE II AS PART I OF TWO REPORTS FULFILLING THE REQUIREMENTS OF THE FUNDING AGENCIES, THE METROPOLITAN TORONTO LIBRARY BOARD AND THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. PART II, A PROPOSAL FOR PROJECT INFORMATION EXCHANGE, PHASE III: THE ESTABLISHMENT OF A WORKING MODEL FOR A CONTINUING EDUCATION INFORMATION CENTRE IN METROPOLITAN TORONTO IN 1970 (FEBRUARY 1, 1970 - APRIL 30, 1971), WAS SUBMITTED TO THE DEVELOPMENT REVIEW BOARD OF O.I.S.E. FOR APPROVAL WITHOUT FUNDING ON JANUARY 9, 1970. TOGETHER, THESE TWO DOCUMENTS CONSTITUTE THE FINAL REPORT OF PROJECT INFORMATION EXCHANGE, PHASE II.

D. J. Ironside

DIANA J. IRONSIDE
PROJECT DIRECTOR
DEPARTMENT OF ADULT EDUCATION
THE ONTARIO INSTITUTE FOR
STUDIES IN EDUCATION.

"WHAT WE ARE INTERESTED IN IS THE FASCINATING SNAPSHOT (THE DIRECTORY) PROVIDES OF ADULT EDUCATION PROGRAMS AVAILABLE IN A GREAT METROPOLITAN AREA..... AS A BASIS FOR RESEARCH THE DIRECTORY IS EXCITING. WE HOPE ALSO THAT IT WILL SERVE AS A BASIS FOR PLANNING AS WELL SO THAT COURSES AND REGISTRATION MAY BE BETTER CO-ORDINATED ACROSS METROPOLITAN AREAS LIKE TORONTO TO THE GREATER BENEFIT OF THE ADULT STUDENT. WHO KNOWS - MAYBE SOME DAY SOON WE WILL BE ABLE TO HANDLE REGISTRATION THIS WAY. NO MORE LINE-UPS. KIND OF BLOWS YOUR MIND, MAN."

ALAN THOMAS
(EDITORIAL, CONTINUOUS LEARNING, 8:5 SEPTEMBER-OCTOBER 1969).

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PREFACE

This summary is Part I of the final report of the work of Project Information Exchange Phase II, and was prepared to undergird our recommendation for a Phase III project in Metropolitan Toronto in 1970, which would be a working model information centre, implementing the learnings of the Phase II investigations. The recommendations of Phase II, therefore, are incorporated in the Proposal for Phase III rather than in this summary report. The proposal, forwarded to the Development Review Board of O.I.S.E. for approval (but not funding) on January 9, 1970, forms Part 2 of the final report of Project Information Exchange, Phase II.

This summary deals mainly with the analysis of the product of Phase I, the Continuing Education Directory 1969, and the survey of the Directory's effectiveness as an information dissemination tool. Section I is the abstract of the summary. Section II outlines the background of the overall project and comments on our success in meeting the objectives of Phase II. Section III describes the content and distribution of the Directory. The analysis and evaluation phases of the project form Sections IV and V. Section VI reports a summary, interpretation and implications of the findings, together with a note on the proposed next steps. A brief description of the project's administration with tentative budget expenditures forms Section VII.

This report summary has been prepared in very short order to allow the sponsors to seek funding for Phase III as soon as possible. We regret that pressure of time has prevented us from submitting as elegant a report as we had intended to produce. Since work on Phase III must begin immediately if the recommendations of this project are to bear fruit, the effort of staff and sponsors should be directed

TO ESTABLISHING THE 1970 PROJECT AT ONCE. BECAUSE OF THIS SITUATION, DECISIONS ABOUT THE NATURE OF REPORTS TO BE PUBLISHED AND METHODS OF DISSEMINATION TO THE FIELD WILL BE MADE BY THE PHASE III SPONSORS. THE RESPONSIBILITY FOR DISTRIBUTION OF REPORTS WILL BE UNDERTAKEN BY THE PROJECT DIRECTOR OF PHASE III.

ALL PROJECT STAFF PARTICIPATED IN THE WRITING OF THIS REPORT SUMMARY AND PHASE III PROPOSAL. THE MAJOR RESPONSIBILITY FOR THE ANALYSIS AND EVALUATION SECTIONS WAS CARRIED BY THE PROJECT OFFICER, MISS DOROTHY L. GILLMEISTER, ASSISTED BY TWO RESEARCH ASSISTANTS ON THE PROJECT, MRS. RUTH WERTHEIMER AND MR. STEPHEN LONG. THE PROJECT HAS BENEFITED ALSO FROM THE WORK OF A GRADUATE ASSISTANT FROM THE DEPARTMENT OF ADULT EDUCATION, MRS. JOANNE ORTON AND FROM A PART-TIME RESEARCH ASSISTANT, MR. OM SHRIVASTAVA. THE PROJECT'S SECRETARY, MRS. HELENA WEBB HAS GIVEN CONSTANT SUPPORT TO THE TEAM THROUGH TYPING MANY DRAFT REPORTS AND WORKING UNDER PRESSURE TO PRODUCE THIS REPORT IN TIME.

MUCH OF THE SUCCESS OF THE PROJECT WILL BE DUE TO THE ASSISTANCE AND GREAT INTEREST OF OUR ADVISORY COMMITTEE AND I AM INDEBTED TO ALL MEMBERS.

I WISH TO ACKNOWLEDGE HERE WITH GREAT APPRECIATION THE ENTHUSIASM, DEDICATION AND PLAIN HARD WORK OF MY COLLEAGUES ON THE PROJECT TEAM.

DIANA J. IRONSIDE
PROJECT DIRECTOR
DEPARTMENT OF ADULT EDUCATION
THE ONTARIO INSTITUTE FOR
STUDIES IN EDUCATION.

JANUARY 15, 1970.

I ABSTRACT

THE SUMMARY REPORT OF PHASE II OF PROJECT INFORMATION EXCHANGE OUTLINES THE HISTORY OF THE PROJECT, DESCRIBES THE CONTINUING EDUCATION DIRECTORY AND ITS DISSEMINATION, DEFINES THE METHODOLOGIES USED TO OBTAIN FEEDBACK ON THE VALUE OF THE INFORMATION EXCHANGE THAT OCCURRED, ANALYSES THE RESPONSES OF THOSE WHO CONTRIBUTED DATA FOR THE DIRECTORY AND A SAMPLE OF THOSE WHO USED IT, AND STATES THE IMPLICATIONS OF THE PROJECT FINDINGS. PROJECT MANAGEMENT AND EXPENDITURES ARE SUMMARIZED.

A PROFESSIONAL USER STUDY REPORTS AND ANALYSES THE FOLLOWING FACTORS INFLUENCING INFORMATION DISSEMINATION; PERSONAL INFORMATION RESOURCES OF PROFESSIONALS; THEIR ATTITUDES TO INFORMATION TOOLS; THE NEEDS AND CHARACTERISTICS OF THEIR COMMUNITIES; THE ADMINISTRATIVE ENVIRONMENTS OF THEIR INSTITUTIONS; AND THEIR ADULT EDUCATION INFORMATION NEEDS. THE STUDY DEALS WITH THE FOLLOWING VARIATIONS IN INFORMATION DISSEMINATION PRACTICES; HOW COURSE INFORMATION IS MADE AVAILABLE (HOW IT IS ACQUIRED, ORGANIZED AND ASSESSED); HOW AVAILABILITY OF COURSE INFORMATION IS PUBLICIZED; AND THE KINDS OF ASSISTANCE OFFERED TO CLIENTS.

A USER RESPONSE SURVEY REPORTS ON INDIVIDUAL USERS' EXPERIENCE OF ASSISTANCE RECEIVED TO FIND A COURSE; TOOLS THEY USED TO FIND COURSES; WHETHER OR NOT THEY FOUND WHAT THEY SOUGHT; AND WHETHER OR NOT THEY TOOK A COURSE. THE SURVEY TESTED THE VALUE OF A USER INQUIRY DEVICE THAT COULD BE USED OVER A NUMBER OF YEARS, AND PROVIDED A FOUNDATION FOR FUTURE ANALYSIS.

A SPONSOR INQUIRY ANALYSES THE USES MADE OF THE DIRECTORY BY COURSE ADMINISTRATORS: CHANGES DESIRED BY THEM IN ITS CONTENT AND ORGANIZATION; THE ACCURACY OF THE DATA; AND THE STABILITY OF THE INFORMATION. IT INDICATES SOME OF THE ADULT EDUCATION PRACTICES AFFECTING THE ABOVE.

IMPLICATIONS AND NEW STEPS STRESSES THE COMPLEXITY OF VALUES ASSOCIATED WITH THE DIRECTORY FOR ADULT EDUCATION PURPOSES. INDICATES FUTURE DIRECTIONS WHICH THESE IMPLY, TENTATIVELY DISCUSSES THE ECONOMIC VIABILITY OF THE ADULT EDUCATION ENTERPRISE IN METROPOLITAN TORONTO AND PROPOSES AN INFORMATION-HANDLING SYSTEM IN THIS LIGHT AS THE THIRD PHASE OF PROJECT INFORMATION EXCHANGE.

II PROJECT INFORMATION EXCHANGE

A. HISTORY OF THE PROJECT

THE IDEA FOR AN INFORMATION CENTRE OR DATA BANK OF ADULT EDUCATION COURSE INFORMATION IN TORONTO WAS FIRST DISCUSSED FOUR YEARS AGO BY THE ONTARIO ASSOCIATION FOR CONTINUING EDUCATION. UP TO THAT TIME, THERE HAD BEEN SUCH MINIMAL CO-OPERATION AMONG TORONTO ADULT EDUCATION AGENCIES AS PUBLISHING INFORMATION JOINTLY ABOUT COURSES EACH SEPTEMBER IN A SPECIAL SECTION IN THE NEWSPAPERS. NONE OF THE AGENCIES MAINTAINED COMPREHENSIVE FILES ON THE OFFERINGS OF OTHER INSTITUTIONS, ALTHOUGH PUBLIC LIBRARIES DID MAKE AN EFFORT TO ACQUIRE AS MANY COURSE CATALOGUES AND BROCHURES AS POSSIBLE. NO CENTRAL REGISTRY FOR COURSE INFORMATION EXISTED AND MEMBERS OF THE PUBLIC SEEKING COURSE INFORMATION WERE REFERRED OFTEN TO ONE AGENCY AFTER ANOTHER (COUNSELLORS SPENT AN INORDINATE AMOUNT OF TIME SEEKING COURSE INFORMATION FOR THEIR CLIENTS).

IN OCTOBER, 1968, THE ONTARIO ASSOCIATION FOR CONTINUING EDUCATION SPONSORED A SPECIAL WORKSHOP FOR ADULT EDUCATION AGENCIES IN TORONTO TO DISCUSS THIS PROBLEM AND TO SEEK MEANS OF ESTABLISHING A MORE EFFECTIVE MECHANISM FOR DATA COLLECTION AND INFORMATION DISSEMINATION. WORKSHOP PARTICIPANTS AGREED UNANIMOUSLY THAT THE LACK OF A CENTRALIZED INFORMATION CENTRE CREATED TREMENDOUS WORK PRESSURES ON THEIR OWN STAFFS AND WAS A SERIOUS LACK IN THIS METROPOLITAN AREA. THEY APPROVED, THEREFORE, THE FORMATION OF A PLANNING COMMITTEE TO DISCUSS THE FEASIBILITY OF SETTING UP MORE EFFECTIVE INFORMATION-SHARING MECHANISMS. THE PLANNING COMMITTEE, UNDER THE CHAIRMANSHIP OF DIANA J. IRONSIDE, WAS COMPOSED OF A NUMBER OF INDIVIDUALS, NOT REPRESENTING THEIR ORGANIZATIONS, WHO HAD A PARTICULAR INTEREST OR EXPERTISE IN THE AREA OF ADULT EDUCATION INFORMATION HANDLING. THE PLANNING COMMITTEE REPORTED TO WORKSHOP MEMBERS IN FEBRUARY, 1969, OUTLINING AN

EXPERIMENTAL DEVELOPMENT PROJECT TO TEST THE FEASIBILITY OF PRODUCING A COMPUTER-FORMATTED DIRECTORY OF CONTINUING EDUCATION COURSES IN TORONTO.

THE PROJECT PLAN WAS NOT IMPLEMENTED IN ITS PROPOSED INTEGRATED FORM BECAUSE OF THE UNAVAILABILITY OF CERTAIN CATEGORIES OF STAFF AND THROUGH LACK OF FUNDS. THE PROJECT RATHER WAS DIVIDED INTO TWO PHASES, WITH THE METROPOLITAN TORONTO LIBRARY BOARD AND THE ONTARIO ASSOCIATION FOR CONTINUING EDUCATION UNDERTAKING TO IMPLEMENT PHASE I, WITH PHASE II AS AN EVALUATION AND PLANNING 4-MONTH PROJECT TO BE JOINTLY SPONSORED BY THE TWO SPONSORS OF PHASE I AND THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION. A PROPOSAL FOR PHASE II WAS SUBMITTED SUBSEQUENTLY TO THE INSTITUTE'S DEVELOPMENT REVIEW BOARD, ON MAY 15, 1969, AND WAS APPROVED IN JUNE FOR IMPLEMENTATION IN SEPTEMBER, 1969.

PHASE I, THEN, CO-SPONSORED BY THE METROPOLITAN TORONTO LIBRARY BOARD AND THE PUBLIC LIBRARIES OF TORONTO WITH THE CO-OPERATION OF THE ONTARIO ASSOCIATION FOR CONTINUING EDUCATION, WAS CONCERNED ESSENTIALLY WITH THE PRODUCTION OF AN EXPERIMENTAL COMPUTER-FORMATTED DIRECTORY, TO BE PUBLISHED BY SEPTEMBER, 1969, FOR TEST USE IN INFORMATION CENTRES AND PUBLIC LIBRARIES IN TORONTO.

A FURTHER OBJECTIVE OF PHASE I, NOT FULLY MET, WAS TO STUDY AND RECORD THE FOLLOWING:

- DIMENSIONS OF DESIRABLE DATA BASE IN A COMPREHENSIVE OPERATING SYSTEM
- VARIOUS METHODS OF DESCRIBING COURSE INFORMATION AND FORMATTING IT FOR COMPUTER INPUT AND OUTPUT
- PROBLEMS OF HANDLING NON-NUMERIC STRUCTURED RECORDS FOR BOTH BATCH AND ON-LINE PROCESSING.

PHASE I, HOUSED IN THE OFFICES OF THE METROPOLITAN TORONTO LIBRARY BOARD, WAS MANAGED BY GEORGE FORRESTER OF GEORGE FORRESTER SYSTEMS LTD., UNDER THE GENERAL DIRECTION OF THE METROPOLITAN TORONTO LIBRARY DIRECTOR, JOHN PARKHILL. ACTUAL WORK BEGAN ON PHASE I ON MAY 1, 1969; THE DIRECTORY WAS OFF THE PRESS AND DISTRIBUTED TO KEY USER CENTRES BY SEPTEMBER 10, 1969, (SEE ATTACHMENT A). THE DIRECTORY WAS INTENDED TO BE AN EXPERIMENTAL EDITION OF A GREATLY RESTRICTED GROUP OF COURSES. IN FACT, THE PROJECT TEAM OF PHASE I EXTENDED THE COVERAGE CONSIDERABLY. IT WAS PRODUCED IN FOUR MONTHS. THIS IS, IN FACT, A REMARKABLE FEAT. THE SEPTEMBER 1 PUBLICATION DEADLINE FOR THE DIRECTORY WAS SET UP IN ORDER TO PROVIDE A TEST PRODUCT THAT COULD BE OF PRACTICAL USE TO COURSE-OFFERING INSTITUTIONS, INFORMATION AND COUNSELLING CENTRES, AND THE GENERAL PUBLIC. THIS DECISION, HOWEVER, NECESSITATED A HIGHLY PRODUCTION-ORIENTED TEAM OF WORKERS, WHO WERE UNABLE TO DOCUMENT SYSTEMATICALLY THEIR PROBLEM-SOLVING AND DECISION-MAKING PROCESSES.

WHILE MAKING THE DIRECTORY A MORE COMPREHENSIVE PRODUCT FOR USERS THIS YEAR, THE EXTENSION OF ITS COVERAGE AND SCOPE HAD THE EFFECT OF DELAYING AND RESTRICTING THE DESCRIPTION OF METHODS OF INFORMATION COLLECTION, ORGANIZATION, REDUCTION, AND SYSTEMS DESIGN THAT WERE USED. THE REPORT OF PHASE I DID NOT DOCUMENT COMPREHENSIVELY THE PROCESSES OF DIRECTORY COLLATION AND PRODUCTION. IT WAS PRODUCED BY PHASE I AND PHASE II STAFF, AND CONTRACTED FOR OUT OF THE PHASE II BUDGET. THE MAGNETIC TAPE RECORD OF THE DIRECTORY HAS BEEN COPIED AND LABELLED FOR THE 360/50 IBM SYSTEM AT EDUCATIONAL DATA PROCESSING BRANCH OF THE DEPARTMENT OF EDUCATION AND IS NOW IN OUR HANDS.

B. PHASE II OBJECTIVES

THE PROPOSAL FOR PHASE II STATED THAT RELATED STUDIES BEING CONDUCTED BY THE PUBLIC SERVICE COMMISSION OF CANADA AND THE CONSUMERS ASSOCIATION OF CANADA, ECONOMIC COUNCIL OF CANADA WOULD INTERACT USEFULLY WITH THIS PROJECT. UNFORTUNATELY, NEITHER PROJECT IS UNDERWAY SUFFICIENTLY TO SHARE COMMON STUDIES OF THE LEGAL AND FINANCIAL ASPECTS OF ESTABLISHING REMOTE ACCESS COMPUTERIZED COMMUNITY INFORMATION NETWORKS. IN THESE CIRCUMSTANCES, CARRYING OUT DEFINITIVE STUDIES OF THE FEASIBILITY OF A MODEL INFORMATION CENTRE IN TORONTO IN THE NEAR FUTURE WOULD REQUIRE MORE TIME AND MONEY THAN CAN BE BORNE BY THIS PROJECT. WE REVISED THE ORIGINAL OBJECTIVES SOMEWHAT IN THE LIGHT OF THESE FACTORS. THESE OBJECTIVES WERE THE MOST USEFUL ONES TO BE PURSUED IN OUR JUDGMENT. THEY ARE STATED BELOW AT A FUNCTIONAL LEVEL OF GENERALITY.

REVISED FUNCTIONAL OBJECTIVES

1. DESCRIPTIVE/ANALYTICAL STUDY OF DIRECTORY, TO INCLUDE:

   A) SUMMARY DATA OF COURSES CITED BY SUBJECT, SPONSORING INSTITUTION, TYPE OF COURSE, ETC.
   B) DESCRIPTION OF RECORD, FILE, AND OUTPUT FORMATS.
   C) ANALYSIS OF SUBJECT DISPLAY AND THESAURUS.

2. EVALUATION OF DIRECTORY USE, BY SAMPLE OF:

   A) PUBLIC USERS.
   B) INFORMATION AND COUNSELLING PERSONNEL.
   C) SPONSOR INSTITUTIONS.
   D) PROGRAM PLANNERS.
   E) RESEARCHERS.

3. STUDY OF USERS' INFORMATION REQUIREMENTS AND INFORMATION DISSEMINATION BY SAMPLE OF GROUPS IN 2 ABOVE.

4. COST STUDY OF PHASE I, COST OF REPLICATING DIRECTORY PRODUCTION, AND PROJECTED COSTS OF OPERATING INFORMATION CENTRE.

5. MANUAL (GUIDE) FOR DIRECTORY PRODUCTION, TO INCLUDE:

   A) PROCEDURES FOR DATA COLLECTION AND ORGANIZATION
   B) ALTERNATIVE METHODS OF DATA REDUCTION AND DISPLAY.
   C) RECOMMENDATIONS FOR SYSTEMS DESIGN.

6. RECOMMENDATIONS, TO INCLUDE:

   A) THREE-YEAR DEVELOPMENT PLAN WITH TASK ANALYSIS.
   B) ALTERNATIVE ADMINISTRATIVE STRUCTURES.
   C) DATA BASES AND OUTPUT PRODUCTS.
   D) PROJECTED COSTS OF DEVELOPMENT PLAN.

C. EVALUATION OF PHASE II

UNTIL PROJECT INFORMATION EXCHANGE WAS MOUNTED IN 1969, THE ADULT EDUCATION COMMUNITY IN METROPOLITAN TORONTO LACKED A SOURCE OF COMPREHENSIVE INFORMATION ABOUT ADULT EDUCATION PROGRAMS AVAILABLE IN THE CITY, FOR PURPOSES OF PROGRAM PLANNING, EVALUATION, AND RESEARCH. POTENTIAL ADULT STUDENTS, LIKEWISE, LACKED A CENTRAL INFORMATION CENTRE FROM WHICH THEY COULD OBTAIN COMPREHENSIVE AND IMPARTIAL INFORMATION ABOUT OPPORTUNITIES FOR CONTINUING EDUCATION. PHASE I OF THIS PROJECT HAS DEMONSTRATED THE FEASIBILITY OF PRODUCING A FAIRLY COMPREHENSIVE LISTING OF COURSE OFFERINGS, WITH THE EXPENDITURE OF A REASONABLE AMOUNT OF TIME AND MONEY.

PHASE II OF THIS PROJECT PROVIDES EVIDENCE FOR THE VALUE OF THIS INFORMATION TO PROFESSIONAL LIBRARIANS, COUNSELLORS, AND ADULT EDUCATION ADMINISTRATORS. WE HAVE LEARNED THAT THE EXPLOITATION OF INFORMATION TOOLS IS A FUNCTION OF EXPOSURE TO THE TOOL OVER A PERIOD OF TIME AND TRAINING IN METHODS OF EFFECTIVE USE. FURTHER, WE HAVE LEARNED THAT USING THE INFORMATION IN A DIRECTORY OF COURSES BY RESEARCHERS, PROGRAM PLANNERS, AND ADMINISTRATORS REQUIRES THAT A VARIETY OF SUMMARY DATA BE DERIVED FROM THE DATA BASE AND DISPLAYED IN A FORM CONVENIENT TO THE ADULT EDUCATOR'S PLANNING AND EVALUATION ACTIVITIES. PHASE II DEMONSTRATES THAT THE

STABILITY OF COURSE INFORMATION IS GREAT ENOUGH TO MERIT STORAGE AND RETRIEVAL; THAT A RANGE OF ACCESS POINTS, DISPLAYS, OR INDEXES TO THE DATA BASE ARE REQUIRED TO MEET THE NEEDS OF THE PROFESSIONAL USER; THAT A SIMPLE FILE MANAGEMENT SYSTEM WITH UPDATE CAPABILITY AND STAFF-INDEPENDENT DOCUMENTATION IS DESIRABLE TO ALLOW PROGRAM DEVELOPMENT COSTS TO BE SPREAD OVER A USEFUL LIFE; AND THAT OTHER COMMUNITIES CAN BE ASSISTED IN ESTABLISHING SIMILAR CENTRES.

AT THIS POINT, HOWEVER, WE MUST REFER SPECIALLY TO THE OBJECTIVES AS STATED IN SECTION B ABOVE. THESE OBJECTIVES CAN BE SEEN AS FALLING INTO THREE AREAS:

(I) PROVISION OF A BLUEPRINT OR PLAN FOR A 1970 PROJECT.

(II) PROVISION OF GUIDELINES FOR SIMILAR PROJECTS IN OTHER COMMUNITIES.

(III) PROVISION OF GUIDELINES FOR LONG-TERM PLANNING TOWARDS AN OPERATING INFORMATION CENTRE.

THE PROJECT'S ADVISORY COMMITTEE FELT STRONGLY THAT A CLEAR DEMONSTRATION NEEDS TO BE MADE TO POTENTIAL FUNDING SOURCES OF AN OPERATING CENTRE THAT A DIRECTORY OF INFORMATION EXCHANGE MAKES A REAL IMPROVEMENT BOTH IN INFORMATION PROVISION ABOUT ADULT EDUCATION OPPORTUNITIES, AND IN THE QUALITY OF ADULT EDUCATION ITSELF IN TORONTO. PHASE II HAS MADE A START ONLY ON THIS PROBLEM. THE COMMITTEE RECOMMENDED, THEREFORE, THAT OUR EFFORTS SHOULD BE DIRECTED, INSOFAR AS POSSIBLE, TO DEVELOPING A WORKING MODEL IN THE FIELD IN 1970, WITH A RESEARCH AND EVALUATION PROGRAM DESIGNED TO DOCUMENT THE IMPACT OF MORE ADEQUATE INFORMATION TOOLS ON THE QUALITY OF INFORMATION AND OF PROGRAMS FOR TORONTO CITIZENS.

THE FOLLOWING SECTIONS OF THE REPORT ARE EVIDENCE THAT OBJECTIVES ONE THROUGH THREE HAVE BEEN MET. OBJECTIVES FOUR THROUGH SIX ARE MET IN SOME MEASURE

BY THE TWO PARTS OF THIS REPORT (THIS SUMMARY REPORT AND THE PHASE III PROPOSAL). OBJECTIVES FOUR, FIVE AND SIX, HOWEVER, ARE RELATED DIRECTLY TO THE TECHNICAL IMPLICATIONS OF THE INFORMATION HANDLING SYSTEM USED, IN PARTICULAR THE SUB-SYSTEM RELATING TO DATA ORGANIZATION, STORAGE, AND DISPLAY, AND THE SUB-SYSTEM FOR OUTPUT (DIRECTORY OR LIST PUBLICATION, QUERY ANSWERING, OR REPORT GENERATION). WHILE PHASES I AND II DID NOT DEVELOP ADEQUATE SYSTEMS FOR HANDLING PHASE III, THE POSSIBILITY OF CO-OPERATION WITH GOVERNMENT AGENCIES WITH MORE POWERFUL COMPUTER-BASED INFORMATION HANDLING CAPABILITIES IS UNDER ACTIVE NEGOTIATION. THE PROJECT STAFF CONSIDER IT PREMATURE AT THIS TIME, THEREFORE, TO DEVELOP SPECIFIC GUIDELINES RELATIVE TO REQUIRED BUDGETS, SYSTEM DESIGN, OR RELATED DATA BASES. THESE ASPECTS OF AN INFORMATION PROJECT OR SERVICE DEPEND HEAVILY ON THE INFORMATION MANAGEMENT TECHNIQUES USED, AND PHASE III IS DESIGNED TO DEVELOP THESE TECHNIQUES IN A NETWORK OR CO-OPERATIVE ENVIRONMENT.

III THE CONTINUING EDUCATION DIRECTORY, 1969.

A. DIRECTORY DESCRIPTION

1. GENERAL

THE 424-PAGE DIRECTORY, PUBLISHED ON SEPTEMBER 8, LISTED MOST EVENING AND PART-TIME COURSES FOR ADULTS AVAILABLE IN METRO TORONTO, AND THOSE, IF OFFERED BY LOCAL UNIVERSITIES AND COMMUNITY COLLEGES, IN ITS IMMEDIATE ENVIRONS. COURSES TO BE INCLUDED HAD TO BE NON-PROFIT, HAD TO HAVE SOME CONTINUITY AND CONTAIN AN ELEMENT OF STRUCTURED LEARNING, AND HAD TO BE OPEN TO THE "GENERAL PUBLIC". COURSES NOT INCLUDED WERE THOSE GIVEN BY A UNIVERSITY TOWARDS A DEGREE, GIVEN BY CORRESPONDENCE OR BY A TRADE, PROFESSIONAL OR OTHER OCCUPATIONAL SCHOOL (MOSTLY COMMERCIAL). MOST COURSES GIVEN BY PROFESSIONAL, TRADE AND OTHER OCCUPATIONAL ASSOCIATIONS AND ORGANIZATIONS WERE NOT LISTED. ALTHOUGH SOME COURSES WERE INCLUDED WHICH WERE ORGANIZED BY SMALL GROUPS - ETHNIC, RECREATIONAL, COMMUNITY, CHURCH, ETC., - BECAUSE OF THE EXIGENCIES INHERENT IN A PILOT PROJECT, MANY HAD TO BE OMITTED. SINCE ALL COURSES OFFERED BY THE ORGANIZATIONS MEETING THE CRITERIA FOR INCLUSION WERE LISTED, NO SUBJECT CRITERIA WERE NECESSARY.

THE COURSE INFORMATION WAS ARRANGED BY SUBJECT UNDER 334 HEADINGS. THE ACTUAL NUMBER OF DIFFERENT SUBJECTS TAUGHT IN METRO IS POSSIBLY HIGHER SINCE SOME COURSES WERE GROUPED, PARTICULARLY IN THE ENGINEERING FIELD, UNDER A COMMON, BROADER SUBJECT. TO DIRECT USERS TO THESE BROADER SUBJECTS, AND TO LINK SIMILAR SUBJECTS AND OTHERWISE ASSIST IN THE USAGE OF THE DIRECTORY, 150 CROSS-REFERENCES WERE DEVELOPED - MORE WOULD HAVE BEEN USEFUL.

DATA REPORTED UNDER EACH ENTRY WERE: COURSE TITLE, ORGANIZATION RESPONSIBILITY, LOCATION OF COURSE, DAY(S), HOURS, SECTIONS HELD, STARTING DATE, DURATION,

FEE. ALSO NOTED, WHEN PERTINENT, WERE PREREQUISITES, QUALIFICATION AWARDED, VARIATIONS IN FEES, ETC.

THE DIRECTORY WAS PLANNED TO BE USED IN CONJUNCTION WITH THE BROCHURES PUBLISHED BY EACH CONTRIBUTING ORGANIZATION, AND A KIT CONTAINING 45 OF THESE WAS ASSEMBLED AND DISTRIBUTED TO 111 MAJOR RECIPIENTS OF THE DIRECTORY.

IN ADDITION TO THE GUIDE TO THE COURSES AVAILABLE, THE DIRECTORY CONTAINED AN EXPLANATORY NOTE ABOUT STUDY FOR DEGREE COURSES AND ANOTHER ABOUT MANPOWER PROGRAMS. ALSO, A LIST OF PARTICIPATING ORGANIZATIONS WAS INCLUDED WITH THE ADDRESS, TELEPHONE NUMBER AND REGISTRATION DATE, PLUS SIMILAR INFORMATION ABOUT ANY ADDITIONAL LOCATION USED BY THE ORGANIZATION. FOR THE PROSPECTIVE LEARNER WISHING A MORE COMPLETE ASSESSMENT OF HIS VOCATIONAL, RECREATIONAL OR PERSONAL INTERESTS, A SELECT ANNOTATED LIST OF COUNSELLING SERVICES WAS ALSO INCLUDED.

2. SUMMARY OF CONTENT DATA

AN IMMEDIATE BY-PRODUCT OF THE PRINTING OF THE DIRECTORY WAS THE POSSIBILITY OF A SUMMARY OF ADULT EDUCATION ACTIVITIES IN METRO TORONTO. ONE OF THE FIRST TASKS OF PHASE II WAS THE EXAMINATION OF THE DIRECTORY TO DETERMINE HOW MANY ORGANIZATIONS WERE GIVING HOW MANY COURSES IN HOW MANY SUBJECTS AT HOW MANY LOCATIONS. FOR THE PURPOSE OF THE TALLY, CERTAIN DEFINITIONS WERE ADOPTED.

AN "ORGANIZATION" WAS TAKEN TO BE A DISTINCTIVE ADMINISTRATIVE UNIT. SUCH AN ORGANIZATION HAD TO BE RESPONSIBLE FOR THE CONTENT OF A GIVEN COURSE. IF THE ORGANIZATION MERELY SPONSORED COURSES OR PRESENTED THEM ON ITS PREMISES, IT WAS NOT COUNTED. A "LOCATION" WAS TALLIED ONCE, ALTHOUGH 45 BUILDINGS ACROSS METRO ARE USED BY MORE THAN ONE ORGANIZATION. OUR INTEREST WAS IN THE SUMMARY DATA ONLY, BUT ANYONE

owning a Directory can readily derive data to show the scatter of facilities, areas of intense use, etc. A "course" was tallied if listed by a sponsoring organization among its offerings. When identical courses were given at more than one location by the same institution, they were distinguished as course/place combinations and were tallied as separate courses. Because of data complexity, sections of a course held in the same building on different weekdays or at different times of the same day were not tallied even though we recognized that they greatly extended the availability of course offerings.

It was difficult to be tidy in assigning categories for the chart on page 11. Certain anomalies exist in the tally which at present resist clarification, for one thing, schools. Except for those of the Toronto Board, all school programs are reported on by their borough board. But in Toronto, most schools go on their own path, designing and controlling their programs as local needs indicate, so that to obtain course information it was necessary to contact each school individually. As a measure of work involved in presenting courses, the Toronto Board should count as 23 organizations. As the single responsible authority, however, the Board was tallied as one organization. A second fuzzy area is that of university or college campuses. George Brown's five campuses were counted as the locations of one organization; York's Atkinson College and its Centre for Continuing Learning counted as two.

The tally of the adult education facilities and courses of Metro Toronto produced the following results:

Adult Education Facilities/Courses in Metro Toronto

No.	Type of Organization	No. of Course/ Place Offerings	No. of Locations
3	University Agencies	264	16
6	Community Colleges and Ryerson P.I.	1559	18
7	Boards of Education	2678	96
4	Public Libraries	26	17
5	Municipal Parks & Recreation Depts.	386	113
3	Y's	196	39
31	Other	288	62
59		5397	361*

*Includes duplicate addresses: 45; i.e., 316 unique locations were used.

B. DIRECTORY DISTRIBUTION

1. METHOD

The Directory was disseminated in four ways. Of the 446 distributed by December 15, 1969, 107 were free copies accompanied by a kit of brochures with an explanatory sheet. These were deposited with all public libraries in Metro, the extension units of the universities and of community colleges, the Y's, Boards of Education offices and 12 community counselling and information services. Secondly, a free set of brochures was supplied with 34 of the sale copies. Recipients of these included departments of recreation, specialized schools and community services, training officers in very large businesses, college and special libraries, and some public libraries in the 'bedroom suburbs'. A third group of 81 Directories was given away but without brochures. These were either complementary, review or demonstration copies directed to persons whose interest was in the Project rather than in the Directory itself. Finally, by far the largest number, 173, was sold without a brochure kit and went to a variety of purchasers. Lists of recipients in each of the above groups, compiled as the Directories were being distributed, are in the project files.

Publication of the Directory was advertised in press and on radio. Flyers were mailed to libraries and educational institutions in Canada and the United States. Review copies were sent to library and other periodicals at home and abroad. Subsequent sales were made across Canada and to the United States. A price of $10.00 was made for the Directory.

2. DISTRIBUTION ANALYSIS

As an indication of the Directory's acceptance and usefulness, an analysis of its dissemination based on the four lists compiled as it was being distributed was made.

Recipients of Sale Copies by Type of Organization

Recipients of Sale Copies*	No. of Organizations Represented
Personnel & Training Officers: Business, Industry & Government	46
Counselling & Community Services: Schools, social agencies, Government Departments, etc.	35
Universities (other than Extension Depts.), Colleges, Academic Libraries, special libraries (business, industry & government)	23
Adult educators elsewhere (including public libraries)	11
Ontario Community Colleges (ex Metro)	10
Public Libraries (ex Metro, but within commuting distance)	8
Unknown	14

*Recipients of free copies not included

Scattered throughout the above groupings are the 44 sales to organizations lying beyond commuting distance of Metro.

It was assumed the Directory would be bought by those who planned to use it, but certain cautionary notes are to be needed. Firstly, those organizations which promoted its publication and from which the greatest demand was expected were not required to buy copies, since a free copy plus a kit of brochures was automatically deposited with each. However, of the 39 agencies receiving a free copy, 20 bought 91 additional copies with as many as 17 going to one public library and 18 to one community college. Secondly, it is the practice of certain university and other libraries to buy "Canadiana" so that anything published in Canada is automatically acquired and may or may not be used.

THIRDLY, AS WE DISCOVERED IN OUR INTERVIEWS, THE DEGREE AND VARIETY OF USE IS FREQUENTLY DETERMINED BY THE ADMINISTRATIVE CLIMATE IN WHICH A DIRECTORY IS LOCATED. BEARING THIS IN MIND, IT IS INTERESTING TO NOTE HOW MANY COPIES WERE SOLD TO VARIOUS TYPES OF USERS IN THE TABLE SHOWN.

THE FOLLOWING TABLE SHOWS DISTRIBUTION TO DECEMBER 15, 1969.

DISTRIBUTION OF THE DIRECTORY

TYPE OF ORGANIZATION RECEIVING COPY	FREE		SALE		TOTAL
	WITH KIT	NO KIT	WITH KIT	NO KIT	
UNIVERSITIES	3		4	19	26
CAATS & RYERSON	6	1	17	23	47
BOARDS OF EDUCATION & SCHOOLS	7		16	25	48
PUBLIC LIBRARIES	75	8	9	26	118
PARKS & RECREATION			3		3
Y'S	4		5		9
GOVERNMENT DEPTS.(INCLUDING LIBRARIES			5	26	31
BUSINESS & INDUSTRY(INCLUDING LIBRARIES			9	35	44
NON-PROFIT ORGANIZATIONS	12	—	12	19	43
SUB-TOTALS	107	9	80	173	369
PROJECT: ADMINISTRATION	5	14			19
DEMONSTRATION		10			10
COMPLIMENTARY AND REVIEW	—	48	—	—	48
TOTALS	112	81	80	173	446
FINAL TOTALS:	193 FREE		253 SALE		446

IV EVALUATION METHODS

To evaluate the effectiveness of the Continuing Education Directory, a variety of feedback was necessary, covering the experiences of many different kinds of users. To help with planning for 1970, and with later editions of the Directory, or other methods of disseminating course information, information about adult education programming, student population trends, reliability of ccurse information, and similar factors was essential.

Three complementary approaches to obtaining the required data were developed; they are described in detail in this section under the following headings:

A. Interviews with professional users.

B. User Response Survey

C. Sponsor Inquiry

A. INTERVIEWS WITH PROFESSIONAL USERS

The Directory was designed to help meet the information needs, expressed and inferred, of the general user; the individual desiring to take a course. These needs may be met:

- directly, by Interaction of the prospective student with the Directory

or

- indirectly, by interaction of the prospective student with a librarian, counsellor, information officer, or staff training officer.

Prospective students were not easy to identify or interview, as their contact with the Directory tended to be brief (see section V-B User Response Survey).

THE EVALUATION OF THIS YEAR'S DIRECTORY EXPERIENCE WAS THEREFORE STRONGLY DEPENDENT UPON THE COMMENTS OF LONGER-TERM DIRECTORY USERS SUCH AS LIBRARIANS, COUNSELLORS, INFORMATION OFFICERS, STAFF TRAINING OFFICERS, EDUCATORS AND EDUCATIONAL RESEARCHERS.

1. PURPOSE

THE DEVELOPMENT OF AN INTERVIEW GUIDE AND PROCEDURE WAS DESIGNED TO MEET THE FOLLOWING OBJECTIVES:

- EVALUATION OF THE SUCCESS OF THE PILOT DIRECTORY AS AN INSTRUMENT FOR MEETING THE EXPRESSED NEEDS OF USERS SEEKING COURSE INFORMATION FROM LIBRARIANS
- STUDY OF CHARACTERISTICS OF POTENTIAL USERS, THEIR REQUIREMENTS FOR DATA, SUITABLE OUTPUT FORMATS AND TYPES OF PRODUCTS FROM THE SYSTEM, AND METHODS OF DISSEMINATING THE INFORMATION.

IT WAS DECIDED TO REPLACE THE STRUCTURED "USE" FORM TECHNIQUE DESCRIBED IN THE PHASE II PROPOSAL WITH PERSONAL INTERVIEWS, FACE-TO-FACE WHENEVER POSSIBLE. IT WAS FELT THAT THE PERSONAL INTERVIEW WOULD YIELD A HIGHER QUALITY OF INFORMATION, AND PROVIDE MORE OPPORTUNITY TO FOLLOW UP SPECIFIC COMMENTS OF PARTICULAR VALUE.

2. INTERVIEW GUIDE

THE INTERVIEW GUIDE WAS STRUCTURED TO PROVIDE INFORMATION IN THREE MAIN AREAS:

- FACTORS INFLUENCING DIRECTORY USE.
- DIFFERENCES IN INFORMATION DISSEMINATION PROGRAMS.
- IMPLICATIONS OF THE ABOVE FOR FUTURE INFORMATION DISSEMINATION PROGRAMS.

SOME CRITICAL QUESTIONS WERE ASSUMED TO BE:

(I) HOW WELL CAN THE DIRECTORY, AS NOW DESIGNED, STAND ON ITS OWN FOR EACH OF THE DIFFERENT TYPES OF USERS, WITH OR WITHOUT THE KIT OF COURSE BROCHURES?

(II) IS AN INTERPRETATION/INTERFACE AN ESSENTIAL PART OF AN INFORMATION DISSEMINATION SYSTEM?

(III) WHAT ARE THE PRINCIPAL MARKETS AND TARGET AUDIENCES FOR COURSE INFORMATION AND HOW CAN THEY BEST BE SERVED? HOW ARE THEY SERVED NOW?

ALL PROJECT STAFF PARTICIPATED IN THE DESIGN OR REVISION OF THE INTERVIEW GUIDE.

3. SAMPLE SELECTION AND DESCRIPTION

OVER A TWO-WEEK PERIOD THE PROJECT STAFF INTERVIEWED, FACE-TO-FACE AND BY TELEPHONE, PROFESSIONAL DIRECTORY USERS IN 37 ORGANIZATIONS WHICH HAD BEEN RECIPIENTS OF:

- COMPLIMENTARY COPIES WITH BROCHURE PACKET
- COMPLIMENTARY COPIES WITHOUT BROCHURE PACKET
- SALE COPIES WITH BROCHURE PACKET
- SALE COPIES WITHOUT BROCHURE PACKET

THESE ORGANIZATIONS FELL INTO FIVE MAIN CATEGORIES:

(I) PUBLIC AND SPECIAL LIBRARIES

(II) CAATS, UNIVERSITIES AND SCHOOL BOARDS

(III) PROFESSIONAL, COMMERCIAL AND INDUSTRIAL ORGANIZATIONS.

(IV) GOVERNMENT ORGANIZATIONS

(V) COMMUNITY SERVICE ORGANIZATIONS

FOUR ORGANIZATIONS COULD NOT PARTICIPATE, BRINGING THE TOTAL NUMBER OF ORGANIZATIONS SAMPLED TO 33. TWO ORGANIZATIONS WERE DISQUALIFIED AS THEY DID NOT APPEAR TO PARTICIPATE IN THE ADULT EDUCATION CONTEXT IN ANY WAY AND THEIR PURCHASE OF THE DIRECTORY WAS AN APPARENT ANOMALY.

THE SAMPLE WAS PLANNED TO COVER AS BROAD A RANGE OF POSSIBLE USES AND NEED ENVIRONMENTS AS POSSIBLE.

THE BASIC ASSUMPTION WAS MADE THAT THE TOP PRIORITY INFORMATION NEEDS ARE THOSE OF THE "GENERAL USER". VARIOUS ORGANIZATIONS, SUCH AS THE RESEARCH DEPARTMENT OF THE BOARD OF EDUCATION FOR THE CITY OF TORONTO, HAVE ATTEMPTED TO DESCRIBE A TARGET POPULATION (OR POPULATIONS) FOR ADULT EDUCATION IN TORONTO IN TERMS OF AGE, EDUCATION, EMPLOYMENT, MOTIVATION, ETC.[1] SEVERAL INFORMED SOURCES WERE CONTACTED FOR SUGGESTIONS ON APPROPRIATE POPULATIONS TO REACH THROUGH THE SURVEY. COPIES OF THE DIRECTORY WERE MADE AVAILABLE TO SOME ORGANIZATIONS WHICH HAD NOT PURCHASE IT (E.G. A MANPOWER CENTRE) TO MAKE THE SAMPLE AS COMPREHENSIVE AS POSSIBLE.

PROFESSIONAL USERS INTERVIEW SAMPLE

DEPOSIT CENTRES BY TYPE	TOTAL	DIRECTORY		BROCHURE KIT	
		FREE	SALE	YES	NO
PUBLIC LIBRARIES	9	9		9	
SPECIAL LIBRARIES	2	1	1	2	
CAATS	4	4		4	
UNIVERSITIES	1	1		1	
SCHOOL BOARDS	1	1		1	
PROFESSIONAL, COMMERCIAL AND INDUSTRIAL	6		6	2	4
GOVERNMENT	3	1	2	1	2
COMMUNITY SERVICE	5	4	1	5	
TOTAL	31	21	10	25	6

[1] SEE REPORTS: ADULT EDUCATION IN METROPOLITAN TORONTO: A SITUATION REPORT (1967), AND A STUDY OF NIGHT SCHOOL DROP-OUTS (A SCHEDULE 10 PROJECT) (1968), BOTH PUBLISHED BY RESEARCH DEPARTMENT, BOARD OF EDUCATION FOR THE CITY OF TORONTO.

No attempt was made to weight the sample statistically to correspond to number of Directories sold, as any such attempt would produce misleading results, because of the variety of possible uses.

4. INTERVIEW PROCEDURE

Four interviewers contacted from two to fifteen organizations each. A few interviews were conducted on the telephone where the primary contact indicated a paucity of information, or where the context was well known to the interviewer. In-person interviews lasted an average of 1 1/2 hours, ranging from 1/2 to 2 1/2 hours. Interviewers spoke to from one to four individuals in each organization contacted.

Each interviewer wrote up his own interviews, correlating the responses to the categories of the interview guide. The entire staff participated in the interpretation of the responses prior to the analysis stage.

5. METHOD OF ANALYSIS

Comments made during the interviews, both unsolicited and in response to questions, were analysed to ascertain:

- factors influencing Directory use
- differences in information dissemination/counselling programs, related to these factors
- implications of findings about Directory use this year for future information dissemination programs.

An attempt was made to define the various types of uses made of the Directory and to cluster responses concerning improvements to or changes in Directory content, format, organization, etc. In this way, a beginning was made

TOWARDS IDENTIFYING DISCRETE TARGET AUDIENCES WITH INTEGRATED SETS OF NEEDS. THIS STEP WAS A NECESSARY PRELUDE TO ESTABLISHING A RANK ORDER OF OUR FINDINGS, SO THAT RECOMMENDATIONS FOR PHASE III COULD BE MADE.

B. USER RESPONSE SURVEY

MANY USEFUL OBSERVATIONS ABOUT THE NEEDS OF CLIENTS SERVED BY THE DIRECTORY AND ABOUT REACTIONS OF CLIENTS TO IT WERE REPORTED DURING INTERVIEWS WITH PROFESSIONAL USERS. HOWEVER, IT WAS FELT THAT SOME MEANS OF OBTAINING FEEDBACK FROM THOSE USERS COMING INTO DIRECT CONTACT WITH THE DIRECTORY SHOULD BE DEVELOPED. IDEALLY, A USER INQUIRY DEVICE WAS NEEDED WHICH COULD BE USED FOR MORE THAN ONE YEAR, TO OBTAIN COMPARATIVE AS WELL AS DIRECT INFORMATION ABOUT USERS' REACTIONS AND PROBLEMS. THE USER RESPONSE SURVEY WAS DESIGNED TO THIS END.

THE MAJOR EFFORT WAS PUT INTO DEVELOPING A WORKABLE APPROACH TO OBTAINING MEANINGFUL USER DATA WHICH COULD THEN BE TESTED ON A REPRESENTATIVE SAMPLE OF INSTITUTIONS. THIS YEAR'S SURVEY WAS FAIRLY SMALL, AND ACTED AS A TEST OF THE USEFULNESS OF THE EVALUATION METHODS DEVELOPED.

1. PURPOSE

THE USER RESPONSE SURVEY WAS INTENDED TO REACH MEMBERS OF THE GENERAL PUBLIC (I.E., NON-PROFESSIONAL USERS, ONE-TIME USERS LOOKING FOR COURSES FOR THEMSELVES) WHO USED COPIES OF THE DIRECTORY SITUATED IN MORE OR LESS PUBLIC PLACES SUCH AS LIBRARIES, COUNSELLING CENTRES, AND INFORMATION CENTRES. IT WAS DESIGNED TO OBTAIN SOME INFORMATION NOT DIRECTLY OBTAINABLE IN OTHER WAYS TO HELP ANSWER THE MAJOR QUESTION:

> USING THE DIRECTORY, BROCHURES, AND INTERPRETATION AND COUNSELLING ASSISTANCE AS THEY ARE CURRENTLY AVAILABLE, IS THE GENERAL USER ABLE TO FIND THE INFORMATION WHICH HE NEEDS ON COURSES AVAILABLE IN TORONTO? IF NOT, WHY NOT?

AS MENTIONED, THIS YEAR'S SURVEY FUNCTIONED AS A TESTING-OUT OF THE TOOLS AND METHODOLOGY DESIGNED, WHICH WERE INTENDED TO BE USED FOR MORE THAN ONE YEAR.

2. CARD DESIGN

A POSTAGE-PAID BUSINESS REPLY CARD WAS DESIGNED, TO BE PLACED WITH PUBLIC COPIES OF THE DIRECTORY IN SELECTED PLACES. ALTHOUGH THE HUMAN TENDENCY TO IGNORE SUCH CARDS IS PRONOUNCED, IT WAS HOPED THAT RETURNS WOULD BE LARGE ENOUGH TO AT LEAST IDENTIFY WHERE PROBLEMS LIE.

THE CARD WAS DESIGNED TO OBTAIN INFORMATION ON FOUR MAIN ASPECTS OF DIRECTORY USE:

- ASSISTANCE RECEIVED IN DIRECTORY USE
- USE OF BROCHURES
- ABILITY TO FIND COURSES IN THE DIRECTORY
- WHETHER COURSES LOCATED WERE IN FACT TAKEN

PERMISSION TO CONTACT THE RESPONDENT WAS REQUESTED, AND SPACE PROVIDED FOR NAME AND TELEPHONE NUMBER.

A "Box No." CODE IN THE RETURN ADDRESS IDENTIFIED THE INSTITUTION TO WHICH CARDS WERE SENT.

THE CARD WAS DESIGNED SO THAT THE USER COULD CHECK APPROPRIATE REPLIES, MAKING IT EASIER TO ANSWER AND TO EVALUATE. ANSWER PATTERNS WHICH WOULD BE SIGNIFICANT WERE IDENTIFIED BEFORE THE CARD WAS PREPARED, AND BUILT INTO THE CARD DESIGN. IT WAS HOPED TO CARRY OUT A TELEPHONE FOLLOW-UP ON SELECTED RESPONDENTS IN THE SEVERAL SIGNIFICANT CATEGORIES.

3. SAMPLE SELECTION AND DESCRIPTION

AS IN THE PROFESSIONAL USER SAMPLE, AN ATTEMPT WAS MADE TO BE AS

BROADLY REPRESENTATIVE AS POSSIBLE. NINETEEN ORGANIZATIONS WERE SELECTED, COVERING A RANGE OF FUNCTIONS IN THE COMMUNITY. ALL DEALT TO SOME EXTENT WITH WALK-IN INQUIRIES.

FOR INTERNAL REASONS, THREE OF THE ORIGINAL SAMPLE WITHDREW DURING THE STUDY. THE COMPOSITION OF THE FINAL SAMPLE IS SHOWN IN THE TABLE BELOW.

USER RESPONSE SURVEY SAMPLE

DEPOSIT CENTRES BY TYPE	TOTAL	DIRECTORY		BROCHURE KIT	
		FREE	SALE	YES	NO
PUBLIC LIBRARIES	10	10		10	
SPECIAL LIBRARIES	1		1		1
CAATS	1	1		1	
UNIVERSITIES					
SCHOOL BOARDS	1	1		1	
PROFESSIONAL, COMMERCIAL AND INDUSTRIAL					
GOVERNMENT	1	1		1	
COMMUNITY SERVICE	2	2		2	
	16	15	1	15	1

4. PROCEDURE

SUPPLIES OF CARDS WERE SENT TO THE 19 ORIGINAL PARTICIPANTS, ALONG WITH SOME EXPLANATORY MATERIAL. THE CARDS REACHED THE SELECTED INSTITUTIONS ON SEPTEMBER 29, WHICH WAS NEAR THE END OF THE MOST ACTIVE USE PERIOD PRECEDING REGISTRATION. PERIODIC TELEPHONE CHECKS WERE MADE TO SEE WHETHER CARD SUPPLIES WERE SUFFICIENT.

AFTER FOUR WEEKS, INSTITUTIONS WERE CALLED AND RETURN OF THE UNUSED CARDS REQUESTED. AT THAT TIME, BRIEF TELEPHONE INTERVIEWS WERE HELD WITH CONTACTS ABOUT USE PATTERNS IN THEIR INSTITUTIONS.

5. METHOD OF ANALYSIS

CARDS RETURNED BY INSTITUTIONS WERE COUNTED TO DETERMINE NUMBER TAKEN AWAY, IN ORDER TO CALCULATE PERCENT RETURNS.

CARDS RETURNED BY USERS WERE CODED AND RESULTS ANALYSED TO SEE WHAT SIGNIFICANT STATEMENTS, IF ANY, COULD BE MADE ABOUT DIRECTORY USE. AN ATTEMPT WAS MADE TO CONTACT A NUMBER OF RESPONDENTS BY TELEPHONE TO CHECK ACCURACY OF INTERPRETATION AND TO GAIN ADDITIONAL INSIGHT INTO THE REASONS WHY CERTAIN PATTERNS WERE OCCURRING.

C. SPONSOR INQUIRY

IN THE MINDS OF THE SURVEY TEAM THREE GROUPS WERE SEEN TO BE ASSOCIATED WITH THE DIRECTORY: THE GENERAL PUBLIC WHOM WE HAVE CALLED "USERS"; THE PEOPLE INVOLVED IN PROVIDING VARIOUS FORMS OF INFORMATION SERVICE TO THE PUBLIC, WHOM WE REFER TO AS "PROFESSIONAL USERS"; AND THOSE INSTITUTIONS AND ORGANIZATIONS WHICH ARE RESPONSIBLE FOR THE INSTRUCTION PRESENTED IN COURSES, AND WHOM WE CALL "SPONSORS". IT IS WITH THIS LAST GROUP'S REACTIONS TO THE DIRECTORY THAT THIS SECTION IS CONCERNED.

1. PURPOSE

FOR SEVERAL REASONS WE WISHED TO CONTACT THE PEOPLE WHO HAD PROVIDED THE INFORMATION UPON WHICH THE DIRECTORY WAS BUILT. WE WANTED TO KNOW HOW THEY LIKED IT, HOW THEY FELT IT COULD BE IMPROVED, HOW THEY HAD USED IT AND WHAT FUTURE USES THEY SAW FOR IT. WE WANTED TO DISCOVER HOW DEPENDABLE THE DIRECTORY WAS, HOW ACCURATELY THE INPUT HAD BEEN CODED AND HOW STABLE THE DATA PROVED TO BE. WE THOUGHT WE

MIGHT BE ABLE TO DISCOVER TRENDS IN STUDENT POPULATION AND IN THEIR INTERESTS WHICH WOULD BE A FURTHER INDICATION OF STABILITY. FINALLY, WE SOUGHT TO UNCOVER IMPLICATIONS FOR FUTURE EDITIONS OF THE DIRECTORY.

2. METHOD OF COLLECTING DATA

SINCE THE TOTAL NUMBER OF AGENCIES WAS SMALL, AND SINCE PERSONAL CONTACT HAD BEEN ESTABLISHED IN EACH AGENCY WITH THE COURSE ADMINISTRATOR, A QUESTIONNAIRE TO BE SENT TO ALL ORGANIZATIONS WHICH HAD PROVIDED INFORMATION WAS SELECTED AS THE MOST SUITABLE DEVICE FOR OBTAINING THE INFORMATION WE REQUIRED.

SEVERAL COMPLICATIONS WERE INHERENT IN THIS APPROACH. FOR ONE THING, FOR TALLYING PURPOSES THE BOARDS OF EDUCATION HAD EACH BEEN CLASSIFIED AS A SINGLE AGENCY, BUT IN TORONTO IT HAD BEEN NECESSARY TO COLLECT DIRECTORY INFORMATION FOR EACH OF THE 14 TORONTO SCHOOLS. FOR FUTURE DIRECTORIES, CONTACT WOULD HAVE TO BE CONTINUED. EACH SCHOOL, THEREFORE, WAS SENT A QUESTIONNAIRE. AT THE TIME OF YEAR, THE SCHOOLS HAD NEITHER THE OPPORTUNITY NOR THE DATA FOR A REPLY AND CONSEQUENTLY ONLY TWO QUESTIONNAIRES WERE RETURNED FROM THEM. ALSO, THE FACT ESCAPED OUR ATTENTION THAT MANY CONTRIBUTORS, SUCH AS THE SMALL SPECIALIZED AGENCIES DEALING IN ONLY ONE SUBJECT, MIGHT NOT HAVE A COPY OF THE DIRECTORY. WHEN THIS WAS DISCOVERED LATER, TEAR-SHEETS OR LOAN COPIES WERE MADE AVAILABLE, BUT ALL IN ALL, RESPONSE FROM THIS GROUP, DESIGNATED AS "OTHER" IN THE TALLIES FOLLOWING,WAS POOR.

AS A HIGH RETURN FROM SUCH A HETEROGENEOUS GROUP WAS MOST DESIRABLE, PHONE REMINDERS WERE MADE AND A FEW PHONE INTERVIEWS HELD TO FACILITATE REPLYING.

THE NUMBER OF QUESTIONNAIRES RETURNED WAS 59% OF THE TOTAL, BUT IF THE INDIVIDUAL SCHOOLS AND THE ONE-COURSE ORGANIZATIONS ARE OMITTED, THE RETURN BECOMES 80%.

A SUMMARY OF THE RESPONSE IS GIVEN IN THE TABLE BELOW.

NUMBER OF SURVEY QUESTIONNAIRES

SENT TO:	SENT	RETURNED
UNIVERSITIES, CAATS, AND RYERSON P.I.	12	12
BOARDS OF EDUCATION	7	7
TORONTO SCHOOLS	12	2
Y'S	3	3
PARKS AND RECREATION DEPARTMENTS	5	2
PUBLIC LIBRARIES	4	4
OTHER	31	14
	74	44

V RESULTS OF ANALYSIS

INFORMATION ON 1969 EXPERIENCE WITH THE CONTINUING EDUCATION DIRECTORY - THE WAYS IT WAS USED, BY WHOM, TO WHAT ENDS, TO WHAT ADVANTAGE - WAS COLLECTED DURING PHASE II. THREE COMPLEMENTARY APPROACHES TO INFORMATION GATHERING WERE USED. RELATED FINDINGS ARE REPORTED IN THIS SECTION UNDER THE FOLLOWING HEADINGS:

A. PROFESSIONAL USER STUDY

B. USER RESPONSE SURVEY

C. SPONSOR INQUIRY

IN ADDITION, A NUMBER OF INFORMAL INTERVIEWS, DISCUSSIONS AND MEETING WERE HELD WITH PEOPLE INVOLVED IN THE ADULT EDUCATION COMMUNITY. THEIR INSIGHTS WERE INCORPORATED INTO THE ANALYSIS WHICH WE CARRIED OUT.

RESPONSE TO ALL REQUESTS FOR INFORMATION, ADVICE AND OPINIONS WAS ENTHUSIASTIC. AS A RESULT, THIS SECTION REPRESENTS A SYNTHESIS OF THE CAREFULLY CONSIDERED OPINIONS OF MANY DOZENS OF PEOPLE.

A. PROFESSIONAL USER STUDY

THE RESULTS OF THE INTERVIEWS WITH PROFESSIONAL USERS ARE REPORTED AND ANALYSED IN THIS SECTION UNDER TWO MAJOR HEADINGS:

- FACTORS INFLUENCING INFORMATION DISSEMINATION
- VARIATIONS IN INFORMATION DISSEMINATION PRACTICES

SEVERAL KEY TERMS WHICH ARE USED FREQUENTLY IN THE FOLLOWING SECTIONS ARE DEFINED BELOW.

1) PROFESSIONAL USER REFERS TO LIBRARIANS, COUNSELLORS, INFORMATION OFFICERS, PERSONNEL AND STAFF TRAINING OFFICERS, OR EDUCATIONAL ADMINISTRATORS WHO WERE CONTINUING USERS OF THE DIRECTORY.

II) CLIENTS WERE MEMBERS OF A GENERAL OR LIMITED PUBLIC WHO WERE LOOKING FOR COURSE INFORMATION FOR THEIR OWN USE. IN THIS CONTEXT, SOMEONE PAUSING TO SKIM THE DIRECTORY IN HIS PUBLIC LIBRARY MAY BE CONSIDERED A "CLIENT".

III) WHERE THE DIRECTORY WAS CONSULTED BY A USER ALONE, IT WAS CONSIDERED TO BE A REFERENCE TOOL. IF A PROFESSIONAL USER ASSISTED IN INTERPRETING ITS CONTENTS TO THE CLIENT, OR SELECTED AND PARAPHRASED INFORMATION FOR THE CLIENT, IT WAS USED AS AN INFORMATION DISSEMINATION TOOL. IF THE PROFESSIONAL USER ASSISTED THE CLIENT IN DEFINING HIS EDUCATIONAL NEEDS AND GOALS, THE DIRECTORY WAS CONSIDERED TO BE A COUNSELLING TOOL.

FOR THE PURPOSES OF ANALYSIS, FOLLOWING THE INTERVIEWS, ORGANIZATIONS IN THE SAMPLE WERE DIVIDED INTO SEVERAL CATEGORIES.

- PUBLIC-ORIENTED INSTITUTIONS, THOSE DEALING WITH LARGE NUMBERS OF THE GENERAL PUBLIC ON A WALK-IN BASIS, INCLUDING LIBRARIES, COMMUNITY COLLEGES, COUNSELLING AND INFORMATION CENTRES IN GOVERNMENT OR COMMUNITY AGENCIES.
- NON-PUBLIC-ORIENTED INSTITUTIONS, INCLUDING PERSONNEL AND ADMINISTRATIVE OFFICES IN EDUCATIONAL, COMMUNITY AND INDUSTRIAL ORGANIZATIONS.

IT SHOULD BE NOTED THAT THE CLASSIFICATIONS WERE MADE ON THE BASIS OF CLIENT-ORIENTED ACTIVITIES OBSERVED AND REPORTED BY THE PEOPLE ACTUALLY USING THE DIRECTORY. FOR INSTANCE, CERTAIN COMMUNITY-ORIENTED AGENCIES CO-OPERATING WITH COURSE-OFFERING INSTITUTIONS WERE CONSIDERED "NON-PUBLIC" FOR PURPOSES OF THE SURVEY, AS THEY DID NOT HAVE CONTACT WITH THE GENERAL PUBLIC. THE CLASSIFICATION

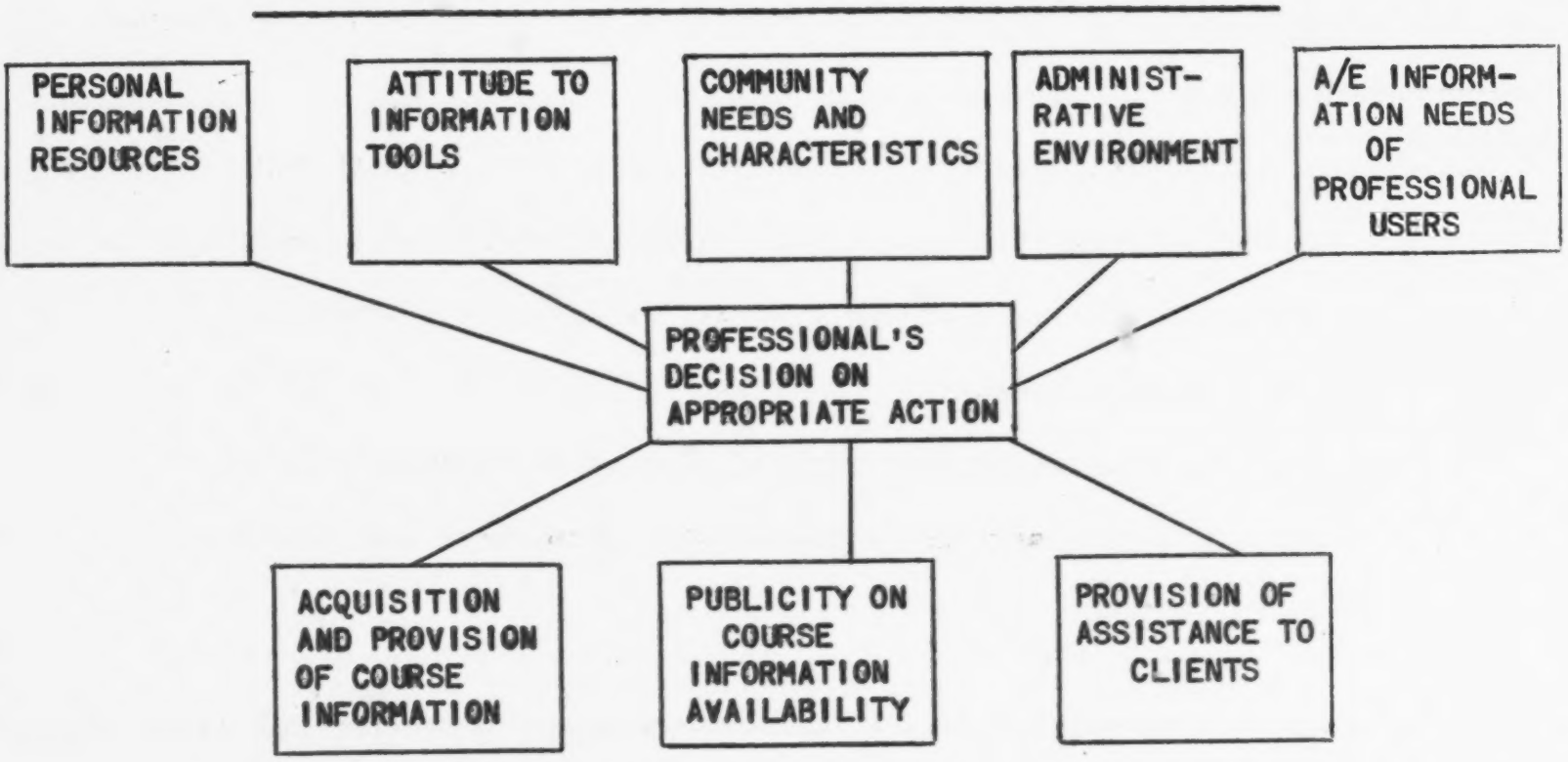
IMPLIES ONLY THAT THE INFORMATION DISSEMINATION ACTIVITIES OF THE INSTITUTION WERE NOT DIRECTED TOWARDS THE NON-PROFESSIONAL OR GENERAL PUBLIC.

1. FACTORS INFLUENCING INFORMATION DISSEMINATION

THE DIRECTORY WAS NOT DESIGNED TO BE A SINGLE-PURPOSE TOOL FOR USE BY A HOMOGENEOUS COMMUNITY OF READERS. IT CAN BE USED IN A VARIETY OF WAYS, DEPENDING ON THE PERSON USING THE DIRECTORY AND THE REASONS FOR WHICH IT IS BEING USED.

THIS SECTION FOCUSES ON FACTORS INFLUENCING DIRECTORY USE BY PROFESSIONALS - LIBRARIANS, COUNSELLORS, INFORMATION OFFICERS, STAFF TRAINING OFFICERS, AND ADMINISTRATORS. FIVE PRINCIPAL FACTORS WERE IDENTIFIED, WHICH AFFECTED THE INFORMATION DISSEMINATION PRACTICES OF THE INSTITUTION AS SHOWN BELOW. THEY WERE:

FACTORS INFLUENCING COURSE INFORMATION DISSEMINATION PRACTICES OF PROFESSIONAL USERS IN SAMPLE


PERSONAL INFORMATION RESOURCES
ATTITUDE TO INFORMATION TOOLS
COMMUNITY NEEDS AND CHARACTERISTICS
ADMINIST-RATIVE ENVIRONMENT
A/E INFORM-ATION NEEDS OF PROFESSIONAL USERS
PROFESSIONAL'S DECISION ON APPROPRIATE ACTION
ACQUISITION AND PROVISION OF COURSE INFORMATION
PUBLICITY ON COURSE INFORMATION AVAILABILITY
PROVISION OF ASSISTANCE TO CLIENTS

- PERSONAL INFORMATION RESOURCES
- ATTITUDES TO INFORMATION TOOLS
- COMMUNITY NEEDS AND CHARACTERISTICS
- ADMINISTRATIVE ENVIRONMENT
- ADULT EDUCATION INFORMATION NEEDS OF PROFESSIONAL USERS.

1. 1 Personal Information Resources

THE ESTABLISHED INFORMATION-SEEKING PATTERNS OF AN INFORMATION DISSEMINATOR OR USER MAY NOT CHANGE RADICALLY AFTER THE PURCHASE OF A DIRECTORY. INFORMATION SOURCES OTHER THAN THE DIRECTORY THAT ARE REFERRED TO FREQUENTLY IN THIS CONNECTION INCLUDE:

- PERSONAL KNOWLEGE OF COURSE OFFERINGS, DEVELOPED OVER TIME
- KNOWLEGE OF TYPES OF COURSES OFFERED BY DIFFERENT INSTITUTIONS SUPPLEMENTED BY TELEPHONE
- COURSE BROCHURES
- INFORMATION POSSESSED BY COLLEAGUES
- NEWSPAPER CLIPPING FILES
- OTHER PERSONAL FILES
- PROFESSIONAL GROUPS

THE LONGER AN INDIVIDUAL HAS BEEN PERFORMING A FUNCTION, THE MORE STRONGLY HE WILL TEND TO LEAN ON THE TOOLS AND SOURCES WITH WHICH HE IS MOST FAMILIAR AND ON HIS PERSONAL KNOWLEDGE OF THE FIELD.

WHEN INCOMPLETE INFORMATION SEEMS TO ANSWER A QUESTION, SOME USERS TEND NOT TO EXPEND ADDITIONAL EFFORT TO OBTAIN MORE INFORMATION. A COUNSELLOR WHO

FEELS HIS KNOWLEGE IS ADEQUATE WILL NOT SEARCH MORE DEEPLY FOR INFORMATION. AN EXAMPLE OF THIS TENDENCY WAS SEEN AT A LARGE COUNSELLING CENTRE WHERE THREE COUNSELLORS WERE INTERVIEWED. TWO OF THEM HAD OVER A NUMBER OF YEARS LEARNED TO RELY ON OTHER SOURCES - ONE ON BROCHURES, THE OTHER ON NEWSPAPER CLIPPINGS - AND DID NOT MAKE EXTENSIVE USE OF THE DIRECTORY. THE INSTITUTION SPONSORED A LARGE NUMBER OF COURSES AND GAVE INFORMATION MAINLY ABOUT ITS OWN PROGRAMS. IN THIS CONTEXT THE APPROACH WAS ADEQUATE, ONCE THE INITIAL INFORMATION-GATHERING AND ANALYSIS WAS COMPLETE. THE THIRD COUNSELLOR, HOWEVER, HAD NOT DEVELOPED COMPARABLE COURSE INFORMATION PATTERNS AND RELIED HEAVILY ON THE DIRECTORY. IT WAS INTERESTING TO NOTE THAT THE THIRD COUNSELLOR REPORTED HANDLING MANY MORE REQUESTS FOR INFORMATION ON COURSES OUTSIDE THE PROGRAMS OFFERED BY THE INSTITUTION THAN DID THE OTHER TWO.

PERSONAL INFORMATION RESOURCES OTHER THAN THE DIRECTORY ALSO TEND TO BE USED MORE HEAVILY WHEN THE INFORMATION REQUIRED IS VERY DETAILED OR SPECIFIC. STAFFS AT SEVERAL COMMUNITY COLLEGES, FOR INSTANCE, HAD TO OBTAIN BY TELEPHONE MORE DETAILED INFORMATION ABOUT CERTAIN COURSES OFFERED BY OTHER AGENCIES THAN WAS CONTAINED IN BROCHURES OR THE DIRECTORY. SIMILARLY, COUNSELLORS AT A COMMUNITY AGENCY DEALING WITH IMMIGRANTS FOUND THEIR OWN EXPERIENCE AND KNOWLEDGE OF AVAILABLE PROGRAMS TO BE ESSENTIAL IN COUNSELLING.

IN ALL THESE CASES, SOME USE WAS MADE OF THE DIRECTORY. IN GENERAL TERMS, USE WAS MADE OF THE DIRECTORY RATHER THAN OTHER PERSONAL INFORMATION RESOURCES, WHEN:

- THE USER HAD NOT YET DEVELOPED A DEEP PERSONAL KNOWLEDGE OF HIS FIELD.

- THE USER HAS NOT DEVELOPED A SOPHISTICATED INFORMATION SYSTEM OF HIS OWN.
- COMPLETE INFORMATION IS NEEDED ABOUT COURSE OFFERINGS IN AN AREA.
- COURSE INFORMATION REQUESTS COVER A BROAD RANGE RATHER THAN BEING CONCENTRATED IN A SPECIFIC FIELD.

1. 2 Attitudes to information tools

The orientation of the professional user to information tools in general, his understanding of the uses of different types of tools, and his familiarity with the Directory itself were three important aspects of attitude.

Some professional users exhibited an extremely sophisticated awareness of the role of information tools in the process of communication of information. Such people knew exactly how much to expect of any given method of communicating information. These people tended to use tools well themselves (knew when to use reference tools, when to go to primary sources; how to find the required precision of information in the least time). Usually, they were aware also of how their clients or the public react to reference or information materials, and provided an appropriate degree of assistance to the use of the Directory and brochure kit.

Where a receptive and perceptive attitude to information tools was present, the perceived implications for Directory use were more numerous and of greater significance, regardless of the interviewee's familiarity or lack of familiarity with the Directory. In libraries, for example, the attitude to the Directory was generally receptive, because it fitted into the established communication system with great specificity. Even in situations where the Directory did not obviously fit into the established system, receptive users found that it

MOTIVATED THEM TO USE THE DIRECTORY IN A VARIETY OF WAYS. THEY DISCOVERED OPPORTUNITIES TO LEARN AND ORGANIZE FOR MORE EFFECTIVE PERFORMANCE IN SERVING THEIR CLIENTELE.

SOME USERS EXHIBITED STRONG PREFERENCES FOR CERTAIN FAMILIAR TOOLS, AND TENDED TO USE BROCHURES (OR CLIPPINGS OR THE TELEPHONE) EXCLUSIVELY THOUGH THE DIRECTORY OFTEN COULD HAVE PROVIDED THE SAME INFORMATION MORE QUICKLY. THIS FACT MAY BE DUE TO THE RELATIVE UNFAMILIARITY OF THE DIRECTORY, OR A FUNCTION OF THE LACK OF "SELECTIVITY" OF THE DIRECTORY OR BROCHURE KIT. THE DIRECTORY MAY HAVE PRESENTED AN "OVERLOAD" OF INFORMATION TO SOME BUSY USERS, A PHENOMENON NOT STUDIED BY THE PROJECT TEAM.

SOME PROFESSIONAL USERS SAID THEY HAD NOT FOUND TIME TO USE THE DIRECTORY. MANY OF THESE WERE IN THE CATEGORY DESCRIBED ABOVE, AND SPENT A GREAT DEAL OF TIME USING SEEMINGLY LESS APPROPRIATE TOOLS. THIS SITUATION MAY REFLECT THE KIND OF PRECONDITIONING RECEIVED. SOME USERS DID NOT UNDERSTAND THE PURPOSE OF THE DIRECTORY, HOW TO USE IT, OR AS IN ONE CASE, THE CONTEXT OF ADULT EDUCATION FOR WHICH IT WAS DESIGNED. THOSE MORE FAMILIAR WITH THE DIRECTORY, OR MORE USED TO USING A BROAD VARIETY OF REFERENCE MATERIALS, REPORTED GREATER AND MORE VARIED USE.

RESISTANCE TO THE USE OF THE DIRECTORY BECAUSE OF INADEQUATE UNDERSTANDING OF HOW TO USE IT MAY BE COMPARED TO THE FIRST PUBLICATION OF THE YELLOW PAGES OF THE TELEPHONE DIRECTORY. RECIPIENTS OF THAT UNFAMILIAR INFORMATION TOOL VARIED WIDELY IN THEIR ATTITUDES TO IT, FROM THAT OF REGARDING IT AS AN EPHEMERAL GIMMICK, TO THAT OF REGARDING IT AS A THREAT TO THEIR ESTABLISHED COMMUNICATION SYSTEMS.

TWO CASES WERE NOTED WHERE THERE WAS A SEVERE LACK OF UNDERSTANDING OF

THE ROLE OF INFORMATION TOOLS IN A COMMUNICATION PROCESS. IN THESE TWO CASES, THE DIRECTORY WAS REGARDED AS AN ALIEN OBJECT. SINCE BOTH WERE LARGE, PUBLIC-ORIENTED INFORMATION AND COUNSELLING CENTRES, TOGETHER SERVING MANY THOUSANDS OF PEOPLE, AND SINCE THE INFORMATION SYSTEMS ACTUALLY USED DID NOT REALLY SATISFY USERS' INFORMATION NEEDS, THE REJECTION OF THE DIRECTORY WAS REGRETTABLE.

PUBLICITY AND OTHER PRE-CONDITIONING AND TRAINING TECHNIQUES PLAY A CRUCIAL ROLE IN PREPARING PEOPLE TO USE A NEW, UNFAMILIAR TOOL LIKE THE DIRECTORY. THIS YEAR, MANY USERS WERE NOT AWARE OF THE DIRECTORY UNTIL IT ARRIVED ON THEIR DESKS. SOME ORGANIZATIONS PURCHASING THE DIRECTORY RAN ORIENTATION SESSIONS ON ITS USE, BUT MANY DID NOT.

IN SUMMARY, THE FOLLOWING FACTORS WERE OBSERVED:

I) HIGH QUALITY USE OF THE DIRECTORY OCCURRED AMONG USERS WHO WERE SENSITIVE TO OR VERY FAMILIAR WITH THE USE OF INFORMATION AND REFERENCE TOOLS.

II) THOSE FAMILIAR WITH THE DIRECTORY THROUGH INVOLVEMENT WITH ITS DEVELOPMENT OR THROUGH SPECIAL TRAINING OR PRECONDITIONING TENDED TO USE IT MORE THAN OTHERS WHO HAD NOT RECEIVED THESE OPPORTUNITIES, GIVEN THE SAME ATTITUDE TO INFORMATION TOOLS IN GENERAL.

1. 3 COMMUNITY NEEDS AND CHARACTERISTICS

FOR THE PURPOSES OF THIS STUDY, "COMMUNITY" WAS DEFINED AS THE GROUP OF PARTICIPANTS INTERACTING IN ANY INFORMATION SYSTEM OF THE SAMPLE. SUCH A GROUP MAY BE LOCAL OR METRO-WIDE, UNICULTURAL OR MULTICULTURAL, AND MAY COMPRISE PART OF THE GENERAL PUBLIC OR MEMBERS OF A SPECIFIC ORGANIZATION.

THE WAYS IN WHICH COMMUNITY NEEDS ARE PERCEIVED AND DEFINED BY PROFESSIONAL USERS WILL LARGELY DETERMINE THE KINDS OF INFORMATION RESOURCES MADE AVAILABLE TO THE COMMUNITY. THE LIBRARIAN, COUNSELLOR, OR INFORMATION OFFICER WILL FORMALLY OR INFORMALLY ATTEMPT TO IDENTIFY THE HIERARCHY OF NEEDS WITHIN THE COMMUNITY IN WHICH HE IS WORKING, AND ACT APPROPRIATELY.

IN THE SURVEY OF PROFESSIONAL USERS, IT WAS FOUND THAT THE WAY IN WHICH INFORMATION WAS SUPPLIED TO THE PUBLIC DEPENDED UPON THE EDUCATIONAL NEEDS IDENTIFIED BY PROFESSIONAL USERS AND ON THE QUALITY OF THE DEFINITION OF COMMUNITY CHARACTERISTICS.

IN ONE PUBLIC-ORIENTED INSTITUTION, FOR INSTANCE, THE PROFESSIONALS IN CHARGE PLACED EDUCATIONAL NEEDS FAIRLY HIGH IN THE NEED HIERARCHY. COMMUNITY CHARACTERISTICS WITH REGARD TO THIS NEED WERE ASSUMED TO BE AS FOLLOWS:

I) MOST CLIENTS HAD A CLEAR IDEA OF WHAT COURSE INFORMATION THEY REQUIRED AND THEIR PURPOSES FOR ACQUIRING IT.

II) MOST CLIENTS HAD SUFFICIENT ABILITY IN USING REFERENCE TOOLS TO LOCATE THE REQUIRED INFORMATION IN THE DIRECTORY AND TO CHECK IT IN BROCHURES.

III) IF INFORMATION DID NOT CHECK, SOME CLIENTS NEEDED ASSISTANCE IN VERIFYING WHICH SOURCE WAS CORRECT.

IV) MOST CLIENTS WERE ABLE TO FOLLOW UP INFORMATION AND GO THROUGH THE REGISTRATION PROCESS UNAIDED.

ACTING ON THESE ASSUMPTIONS, THE AGENCY MADE SEVERAL COPIES OF THE DIRECTORY AVAILABLE TO ITS LARGE PUBLIC AS AN ON-DEMAND REFERENCE TOOL. ONE WAS DISPLAYED. STAFF WERE WILLING TO EXPLAIN HOW TO USE THE DIRECTORY IF NECESSARY (USUALLY IT WAS NOT), BUT NO COUNSELLING WAS PROVIDED BECAUSE OF THE SIZE OF THE PUBLIC. BROCHURES AND CALENDARS WERE ALSO MADE AVAILABLE, BUT NOT GIVEN AWAY; CLIENTELE WERE EXPECTED TO MAKE THEIR OWN NOTES IF NECESSARY, AND MANY DID SO. STAFF WERE PREPARED TO ANSWER QUESTIONS WHERE DIRECTORY AND BROCHURE CONFLICTED.

THE DIRECTORY RECEIVED HEAVY USE AS A REFERENCE TOOL AT THIS LOCATION.

ANOTHER AGENCY ALSO EMPHASIZED EDUCATION, BUT ASSESSED THE CHARACTERISTICS OF ITS COMMUNITY QUITE DIFFERENTLY, AS FOLLOWS.

I) TO DECIDE ON AN APPROPRIATE COURSE REQUIRES A LARGE NUMBER OF DECISIONS, MANY MADE ON THE SPOT. MANY PEOPLE WILL NOT MAKE THE DECISIONS WITHOUT ENCOURAGEMENT.

II) MANY CLIENTS NEED HELP IN USING REFERENCE TOOLS TO FIND THE INFORMATION WHICH THEY NEED.

III) MANY CLIENTS DO NOT KNOW HOW TO VERIFY OR EVEN INTERPRET THE INFORMATION WHICH THEY FIND.

IV) MANY CLIENTS WILL NOT FOLLOW UP COURSE INFORMATION WITHOUT ENCOURAGEMENT.

AT THIS ORGANIZATION, PUBLICITY ON COURSE INFORMATION INCLUDED AN OUTDOOR POSTER AND A BROCHURE DISPLAY. THE DIRECTORY WAS ALSO DISPLAYED AND WAS MOVED AROUND FROM PLACE TO PLACE. PEOPLE USING IT WERE WATCHED, AND IF THEY

APPEARED TO BE IN ANY DIFFICULTY, HELP WAS OFFERED. THIS HELP SOMETIMES INCLUDED;

- INFORMAL COUNSELLING TO CLARIFY COURSES WANTED
- FINDING LOCATIONS ON A LARGE WALL MAP AND ADVISING ON BUS ROUTES.
- CHECKING REGISTRATION DATES, ETC., BY TELEPHONE
- HANDING OUT BROCHURES SO THE POTENTIAL REGISTRANT HAD MORE THAN JUST A TELEPHONE NUMBER TO ENCOURAGE HIM.

BOTH DIRECTORY AND BROCHURES RECEIVED FAIRLY HEAVY USE, FOR REFERENCE AND FOR INFORMATION DISSEMINATION/COUNSELLING.

WE CONCLUDE THAT HIGH QUALITY USE OF THE DIRECTORY DEPENDS DIRECTLY UPON THE DECISIONS OF PROFESSIONAL USERS CONCERNING THE NEEDS AND ABILITIES OF THE COMMUNITIES IN WHICH THEY WORK.

1. 4 ADMINISTRATIVE ENVIRONMENT

THE ADMINISTRATIVE ENVIRONMENT IN WHICH THE PROFESSIONAL USER FUNCTIONS WILL AFFECT THE WAY IN WHICH HE PERCEIVES HIS ROLE. HOW RESOURCES ARE ALLOCATED, PARTICULARLY PROFESSIONAL TIME, WILL DEPEND ON THE PRIORITIES WHICH ARE EXPLICIT AND IMPLICIT IN THE WHOLE ORGANIZATION, AND WILL AFFECT THE KINDS OF SERVICE GIVEN. ONE LIBRARY, FOR INSTANCE, WILL SEE ITS PRIMARY ROLE AS A PROVIDER OF INFORMATION, ANOTHER AS A DISSEMINATOR, A THIRD AS AN INTERPRETER. PARTICULARLY AFFECTED BY ENVIRONMENT IS THE DEPTH OF PERSONAL INTERACTION LIKELY TO DEVELOP.

IN INDUSTRY, ONE TRAINING OFFICER WILL PROVIDE COURSES RELATED TO IMPROVEMENT OF EMPLOYEES' SKILLS, WHILE ANOTHER WILL PROVIDE SELF-IMPROVEMENT OR SELF-ACTUALIZATION COURSES. ONE COUNSELLING CENTRE WILL ACCEPT ALL QUESTIONS DIRECTED

TO IT AND WORK TOWARDS SOLUTIONS TO THE SPECIFIC QUESTIONS, WHILE ANOTHER WILL DEAL WITH THE NEEDS BEHIND THE QUESTIONS.

OF COURSE, WITHIN ANY SINGLE ORGANIZATION, A VARIETY OF WAYS OF HANDLING PEOPLE WILL DEVELOP, DEPENDING ON THE COUNSELLOR/DISSEMINATOR AND THE OBVIOUS NEEDS OF THE COUNSELLEE.

DIFFERENCES IN PERCEPTION OF THE MISSION OR PRIMARY ROLE OF THE INSTITUTION WILL AFFECT A NUMBER OF VERY CRUCIAL DECISIONS;

- HOW MUCH COURSE INFORMATION IS AVAILABLE
- HOW EASILY COURSE INFORMATION IS ACCESSIBLE.
- HOW MUCH EFFORT IS PUT INTO THE ORGANIZATION OF COURSE INFORMATION
- HOW MUCH AND WHAT PUBLICITY ABOUT COURSE OPPORTUNITIES IS DISSEMINATED
- WHAT KINDS OF PRESSURE TO TAKE COURSES ARE APPLIED
- THE DEPTH OF COUNSELLING AVAILABLE
- THE AMOUNT OF INTERPRETATION ASSISTANCE AVAILABLE

ONE PUBLIC-ORIENTED INSTITUTION IN THE SAMPLE DEFINED ITS PRIORITIES IN SUCH A WAY THAT <u>COMPREHENSIVE</u> INFORMATION DISSEMINATION ON CONTINUING EDUCATION OPPORTUNITIES WAS NOT A HIGH PRIORITY. SOCIAL AND CULTURAL PROGRAMS WERE STRESSED; ALL ITS INTERNAL PROGRAMS, EVEN THOSE WHICH WERE EDUCATIONAL IN FORMAT, WERE DIRECTED TOWARDS IMPROVING OR ENRICHING PERSONAL, FAMILY, AND COMMUNITY LIFE.

BECAUSE OF THE LACK OF EMPHASIS ON PROVIDING COMPREHENSIVE INFORMATION ON EDUCATIONAL OPPORTUNITIES, CONTINUING EDUCATION PROGRAMS OUTSIDE THE ORGANIZATION WERE NOT PUBLICIZED OR "PUSHED". INFORMATION WAS CERTAINLY READILY AVAIL-

ABLE ON REQUEST; BROCHURES WERE COLLECTED AND GIVEN AWAY. IT DID NOT APPEAR THAT COURSE COUNSELLING WAS AVAILABLE; IT WAS NOT EMPHASIZED, IN ANY CASE.

THE POSSIBLE USE OF THE DIRECTORY AS AN INFORMATION DISSEMINATION/ COUNSELLING TOOL, THE MOST APPROPRIATE ONE IN THE ENVIRONMENT, WAS NOT RECOGNIZED.

GENERALLY, THE DIRECTORY WILL BE USED MOST IN AN ENVIRONMENT WHERE:

- A BROAD RANGE OF COURSE INFORMATION IS READILY AVAILABLE AND ACCESSIBLE
- THE ORGANIZATION ASSUMES AN ACTIVE ROLE IN INFORMATION DISSEMINATION, INCLUDING SOME PUBLICITY ABOUT AVAILABILITY
- THERE IS NO EMPHASIS ON A PARTICULAR TYPE OF COURSE (GENERAL RATHER THAN SPECIAL PUBLIC)
- THERE IS A MODERATE TO DEEP AMOUNT OF INTERPRETATION AND COUNSELLING AVAILABLE

1. 5 ADULT EDUCATION INFORMATION NEEDS OF PROFESSIONAL USERS

THROUGHOUT THE SAMPLE, THE DIRECTORY WAS OBSERVED TO BE USED IN ONE OF FOUR WAYS:

- AS A COUNSELLING TOOL (AN AID IN MEETING THE EDUCATIONAL NEEDS OF AN INDIVIDUAL OR GROUP)
- AS A COURSE INFORMATION DISSEMINATION TOOL
- AS AN ANALYTICAL TOOL (AN AID IN PROGRAM PLANNING, RESEARCH, ETC.)
- AS A REFERENCE TOOL

One non-use was discovered where the Directory was regarded as an "alien object".

Most agencies used the Directory in multiple ways, but in each case one of the uses predominated. The table below shows the predominant use made of the Directory in relation to the primary information need of the different types of professional user.

Primary Function	Primary Information Need	Primary Use of Directory
Course Counselling	Description of courses	Guide to brochures
Course Information dissemination	Quick access to course data	Dissemination tool
Analysing program provision and adult education research	Comparative program data, and statistical summaries	Planning and Research Tool
Personnel training and development	To relate educational opportunities to an approved course list	Check list

Users expressed diverging opinions on the content and form of the "ideal" Directory or other information tool. As might be expected, these opinions conformed with the uses to which the Directory was put and the specific educational content of each user.

1) Libraries.. Most librarians wanted the Directory to be as comprehensive and as general as possible. They did not limit or define its potential uses or potential public.

THEY TENDED TO SUGGEST OTHER COURSES, AREAS OR PUBLICS THAT MIGHT BE USEFUL (CHILDREN, AGED, ETC.) BUT DID NOT MAKE CATEGORICAL "MUST" STATEMENTS. THEY WERE MOST AWARE OF THE MULTIPLICITY OF POSSIBLE USER GROUPS.

II) Community Colleges. REPRESENTATIVES OF COMMUNITY COLLEGES, BOTH COUNSELLORS AND COURSE PLANNERS, TENDED TO SEE THE DIRECTORY AS A MOST SPECIFIC TOOL RELATING TO PARTICULAR SEGMENTS OF THE POPULATION FOR SPECIFIC PURPOSES. THIS GROUP TENDED TO SEE NO REASON TO INCLUDE IN THE DIRECTORY COURSES WHICH WERE WELL-DOCUMENTED ELSEWHERE (SUCH AS UNIVERSITY CREDIT COURSES, WHICH ARE LISTED IN A FINITE NUMBER OF CALENDARS; OR PROFIT-MAKING COURSES, WHICH ARE LISTED IN THE YELLOW PAGES). ORGANIZATION AND INTER-RELATIONSHIP OF CONTENT WAS SEEN AS CRUCIAL. THEY FOCUSED ON TWO PRINCIPAL FUNCTIONS OF A COURSE DIRECTORY;

- REFERENCE TOOL FOR STUDENTS, SHOWING COURSE AND SUBJECT GROUPINGS AND RELATIONSHIPS
- COMPARATIVE AND ANALYTICAL TOOL FOR ADULT EDUCATION ADMINISTRATORS

III) Counsellors and Information Officers. THESE TENDED TO HAVE FAIRLY SPECIFIC CONCEPTIONS OF THE AUDIENCE THE DIRECTORY SHOULD REACH WHICH WERE RELATED TO THEIR OWN "COMMUNITIES". THERE WAS NO CONSENSUS AS TO INCLUSION/EXCLUSION CRITERIA.

IV) Personnel Officers and Staff Training Officers. THIS GROUP TENDED TO BE INTERESTED SOLELY IN ASPECTS OF DIRECTORY CONTENT RELATED TO THEIR OWN NEEDS, AND THE SPECIFIC INTERESTS OF THEIR ORGANIZATIONS.

OFFICERS TENDED TO WANT COMPREHENSIVE AND DETAILED LISTINGS WITHIN A SPECIFIC SUBJECT AREA (I.E., CREDIT AS WELL AS NON-CREDIT COURSES). SOME FOUND THE DIRECTORY AT THE SAME TIME TOO GENERAL AND TOO LIMITED TO REALLY SATISFY THEIR NEEDS.

IT WAS ALSO NOTED THAT WHATEVER THEIR POSITIONS, INDIVIDUALS WHO EXPRESSED DEEP CONCERN ABOUT CO-ORDINATION OR ADULT EDUCATION OPPORTUNITIES HAD VERY STRONG IDEAS ABOUT THE TYPES OF COURSES WHICH SHOULD BE LISTED. THOUGH THESE IDEAS VARIED TREMENDOUSLY, THE POTENTIAL OF A TOOL LIKE THE DIRECTORY FOR COURSE PLANNING AND CO-ORDINATION IS ONE OF ITS MOST EXCITING FACETS.

2. VARIATIONS IN INFORMATION DISSEMINATION PRACTICES

THROUGHOUT THE SAMPLE, A WIDE RANGE OF ADULT EDUCATION INFORMATION DISSEMINATION PRACTICES WERE OBSERVED. THE RANGE IS DESCRIBED UNDER THREE HEADINGS:

I. AVAILABILITY OF COURSE INFORMATION. WHAT KIND OF INFORMATION (ALL, OR IN LIMITED SUBJECT AREAS); HOW MUCH; HOW IT IS ORGANIZED; IN WHAT FORM; AND TO WHOM IT IS AVAILABLE ARE BASIC COMPONENTS OF THIS ASPECT OF INFORMATION DISSEMINATION.

II. PUBLICITY. HOW THE EXISTENCE OF COURSE INFORMATION IS PUBLICIZED AND TO WHAT AUDIENCE REFLECT THE BASIC POLICIES OF THE DISSEMINATION ORGANIZATIONS.

III. DEGREE OF ASSISTANCE AVAILABLE. THE OPPORTUNITIES PROVIDED TO THE CLIENT FOR INTERACTION WITH THE PROFESSIONAL USER, WHETHER AS COUNSELLOR OR AS INFORMATION DISSEMINATOR, WILL OFTEN DETERMINE WHETHER THE INFORMATION HE RECEIVES WILL BE USEFUL TO HIM.

2. 1 Availability of Course Information

Each organization in the sample makes each year a number of crucial decisions about the amount of time to be devoted to collecting and organizing course information for its own use or for its public. In almost every case, some system of collecting course information preceded the acquisition of the Directory. Collections of brochures were most frequent. Newspaper advertisements were also frequently collected. In addition, some institutions had highly developed telephone contacts and periodic meetings with other agencies or professional associations from which course information was derived. A few agencies acquired other kinds of directories, for example, the Social Planning Council Handbook, for the location of some course-offering organizations.

The full range of availability is shown in the table opposite.

Organizations varied in the amount of course information which they collected. Many made no effort to be comprehensive, outside of their own fields of interest.

The manner in which course information was organized correspondended closely to the mission of the institution. Agencies serving the public, for example, organized their brochures in some systematic form related to client use. Personnel offices usually organized their brochures in relation to a list of approved courses for employees. Many of the latter were in the process of developing a personnel which included approved courses. In the rare case, information sources were unorganized.

RANGE OF AVAILABILITY OF INFORMATION

A. **Directory Acquisition**

1. Purchased Directory with brochure kit.
2. Purchased Directory without brochure kit.
3. Received free Directory with brochure kit.
4. Received free Directory without brochure kit.

B. **Other Sources**

1. Collected brochures and/or newspaper clippings.
2. Acquired SPC handbook and other directories of courses.
3. Arranged personal and telephone contacts.
4. Met frequently with professional association, e.g., Ontario Society for Training and Development.
5. Prepared list of approved courses.

C. **Organization of Information**

1. No organization of information.
2. Brochures, clippings filed by institution.
3. Take-away displays of brochures, with and without Directory.
4. Lists of approved courses.

D. **Provision of Access**

1. Professional user only.
2. Access for client with professional assistance only.
3. Access on request for client.
4. Direct access for client.

NOT ALL USER GROUPS WERE PERMITTED DIRECT ACCESS TO THE DIRECTORY AND OTHER SOURCES OF COURSE INFORMATION. IN SEVERAL COUNSELLING AND INFORMATION OFFICES, THREE OR MORE COUNSELLORS SHARED EACH COPY OF THE DIRECTORY: NO "SPARE" WAS AVAILABLE FOR CLIENTS WHO WISHED TO BROWSE, PARTICULARLY IF THERE WERE ANY RISK OF ITS DISAPPEARANCE. SOME OF THESE OFFICES DID NOT HAVE CENTRAL WAITING AREAS IN WHICH A BROWSING COPY COULD BE PLACED. HOWEVER, AS THEIR CLIENTS WERE RECEIVING COUNSELLING, OFTEN SPECIFICALLY ABOUT COURSES, DIRECT ACCESS TO A DIRECTORY WAS PROBABLY UNNECESSARY. SIMILAR PATTERNS WERE FOUND IN SOME PERSONNEL AND STAFF TRAINING OFFICES; OTHERS CIRCULATED THE DIRECTORY OR SET UP TAKE-AWAY BROCHURE DISPLAYS. ONE SUCH DISPLAY INCLUDED A DIRECTORY COPY FOR REFERENCE.

THE DIRECTORY WAS ALWAYS AVAILABLE FOR USE BY THE INDIVIDUAL CLIENT IN PUBLIC LIBRARIES, SOMETIMES DIRECTLY AND SOMETIMES ON REQUEST ONLY.

2. 2. PUBLICITY

RADIO AND NEWSPAPER ADVERTISING ABOUT THE DIRECTORY WAS ISSUED IN MID-SEPTEMBER BY PHASE I. ITS EFFECTIVENESS WAS NOT DIRECTLY STUDIED DURING PHASE II. THE TABLE OPPOSITE SUMMARIZES THE RANGE OF PUBLICITY CARRIED OUT BY ORGANIZATIONS IN THE SAMPLE.

SOME PUBLIC-ORIENTED ORGANIZATIONS RELIED PRIMARILY ON THE PREVIOUS PUBLICITY AND ON WORD-OF-MOUTH TO BRING ENQUIRIES TO THEIR DOORS. MANY ALSO HAD A REPUTATION IN THEIR COMMUNITIES FOR PROVIDING COURSE INFORMATION, ON WHICH THEY DEPENDED. HOWEVER, ONE INSTITUTION WITH A REGULAR COLUMN IN A LOCAL NEWSPAPER DID A FEATURE STORY ON THE DIRECTORY.

RANGE OF PUBLICITY

A. INTERNAL

1. NO DISPLAY OF DIRECTORY OR OTHER SOURCES.
2. ONE OR MORE SIGNS INDICATING SOURCES AVAILABLE AT REFERENCE DESK.
3. DISPLAY OF SOURCES WITHOUT SIGNS.
4. DISPLAY OF SOURCES WITH ADJACENT SIGN (MINIMAL).
5. DISPLAY OF SOURCES IN ENVIRONMENT DESIGNED TO INVITE QUERIES (MAXIMAL).
6. DIRECTORY OR MEMORANDUM ABOUT AVAILABLE COURSE INFORMATION CIRCULATED TO ALL OR SELECTED EMPLOYEES.

B. EXTERNAL

1. RELIANCE ON WORD-OF-MOUTH AND ON PREVIOUS PUBLICITY EMANATING FROM COURSE-SPONSORING INSTITUTIONS, DIRECTORY PRODUCTION OFFICES, ETC.
2. CLIENTS BY REFERRAL ONLY.
3. ADVERTISEMENT OF AVAILABLE COURSE INFORMATION OUTSIDE FACILITY.
4. NEWSPAPER ARTICLE ABOUT DIRECTORY.
5. CENTRE HAS REPUTATION AS COURSE INFORMATION/ COUNSELLING AGENCY.

MOST PUBLIC-ORIENTED ORGANIZATIONS AT LEAST DISPLAYED THE DIRECTORY. OTHERS USED ONE OR MORE SIGNS, RANGING FROM HASTILY HAND-PRINTED NOTICES TO PROFESSIONALLY EXECUTED POSTERS, PLACED IN ENTRANCE HALLS OR AT REFERENCE OR INFORMATION DESKS. IN ONE CASE, A SIGN INDICATING THAT COURSE INFORMATION WAS AVAILABLE WAS POSTED IN A GLASS CASE OUTSIDE THE FACILITY ON A STREET WITH HEAVY TRAFFIC. SOME MOTORISTS WHO NOTICED IT WENT TO THE FACILITY FOR THE ADVERTISED INFORMATION.

DISPLAYS OF COURSE BROCHURES WERE RARE. THE USUAL REASON GIVEN WAS THAT DISPLAY BROCHURES TENDED TO DISAPPEAR MORE RAPIDLY AND FREQUENTLY THAN THEY COULD BE REPLACED.

AT ONE PUBLIC-ORIENTED ORGANIZATION AN ENVIRONMENT WAS DESIGNED TO INVITE QUERIES ABOUT COURSE INFORMATION AND TO FACILITATE ANSWERING THEM. A SIGN ADVERTISING THE AVAILABILITY OF COURSE INFORMATION WAS PLACED OUTSIDE THE FACILITY. THE SERVICE DESK WAS CLOSE TO THE DOOR, FROM WHERE THE CLIENT WAS DIRECTED EASILY AND IMMEDIATELY TO AN AREA SET ASIDE FOR DEALING WITH COURSE INFORMATION. THIS AREA WAS ATTENDED BY A COURSE COUNSELLOR, WHO WATCHED FOR CLIENTS NEEDING ASSISTANCE AND PROVIDED THE APPROPRIATE FORM, WHETHER IT WAS HELP IN INTERPRETING A SOURCE, TELEPHONING AN INSTITUTION TO FOLLOW UP ON THE AVAILABILITY OF A COURSE, OR GIVING COUNSEL TO A CLIENT.

IN INSTITUTIONS NOT DEALING DIRECTLY WITH THE PUBLIC, EMPLOYEES WERE MADE AWARE OF AVAILABLE COURSE INFORMATION IN A NUMBER OF WAYS. SOME FORMALLY OR INFORMALLY CIRCULATED THE DIRECTORY, OR SENT NOTICES TO ALL OR SELECTED LEVELS OF EMPLOYEES ABOUT ITS ARRIVAL. SOME SET UP COURSE INFORMATION DISPLAYS. A FEW WAITED FOR QUERIES ARISING FROM PERSONAL NEEDS OR REFERRALS.

NOTE WAS TAKEN OF THE WAYS PROFESSIONAL USERS IN BOTH CATEGORIES FOUND OUT ABOUT THE DIRECTORY. APPROXIMATELY HALF THE PROFESSIONAL USERS INTERVIEWED REPORTED THAT THEIR ORGANIZATIONS HAD BEEN INVOLVED IN SOME WAY IN THE PLANNING OF THE DIRECTORY. NEARLY ONE-QUARTER RECEIVED FLIERS ABOUT THE DIRECTORY FROM PHASE I STAFF. THE REST, JUST OVER ONE-QUARTER, READ ABOUT IT IN THE NEWSPAPER, OR HEARD ABOUT IT THROUGH PROFESSIONAL CONTACTS. VERY FEW ORGANIZATIONS IN THE SAMPLE RAN MORE THAN NOMINAL ORIENTATION SESSIONS FOR GROUPS OF PROFESSIONAL USERS. WHO WERE TO USE THE DIRECTORY.

2. 3. Range of Assistance Available

ALTHOUGH MANY THOUSANDS OF PEOPLE PROBABLY FOUND THE DIRECTORY ENTIRELY SELF-EXPLANATORY AND ADEQUATE FOR THEIR NEEDS, A MINORITY WERE UNABLE TO UNDERSTAND HOW TO USE IT OR REQUIRED A FAIR AMOUNT OF INTERPRETATION OF THE INFORMATION IT CONTAINED. SOME PEOPLE UNFAMILIAR WITH THE ADULT EDUCATION CONTEXT REQUIRED HELP IN DECIDING WHICH COURSES WERE MOST SUITED TO THEIR OWN NEEDS. A FEW USERS WERE EXTREMELY DIFFIDENT AND NEEDED ENCOURAGEMENT TO FOLLOW UP ON THE COURSES WHICH THEY FOUND. FOR THESE REASONS, THE AMOUNT AND KIND OF ASSISTANCE AVAILABLE TO THE CLIENT WAS AN IMPORTANT FEATURE OF INFORMATION DISSEMINATION PRACTICES.

MANY CENTRES OFFERED COURSE COUNSELLING OR INFORMATION DISSEMINATION AND INTERPRETATION EITHER AS PRIMARY FUNCTIONS, OR AS ANCILLARY FUNCTIONS ESSENTIAL TO THE PERFORMANCE OF A PRIMARY ROLE. THESE INCLUDE MOST COMMUNITY COUNSELLING CENTRES, PERSONNEL AND STAFF TRAINING OFFICES, AND INFORMATION CENTRES ATTACHED TO COURSE-SPONSORING INSTITUTIONS. THESE PROVIDED AT LEAST ASSISTANCE IN INTERPRETING INFORMATION AND SELECTING COURSES TO MEET EXPRESSED

NEEDS. MANY WENT FURTHER, AND HELPED THE CLIENT EVALUATE WHETHER THE COURSES WHICH HE HAD CHOSEN WOULD REALLY FULFILL HIS EDUCATIONAL (OFTEN VOCATIONAL) GOALS.

IN PUBLIC LIBRARIES THE RANGE OF ASSISTANCE TO CLIENTS SEEKING COURSE INFORMATION WAS WIDE. WHERE STAFF AND PHYSICAL LAYOUT WERE SUFFICIENT AND WHERE THERE WAS THE INTENT TO PROVIDE MAXIMUM ASSISTANCE TO CLIENTS IN PURSUIT OF SUCH INFORMATION, FULL COUNSELLING WAS AVAILABLE. IN MANY LIBRARIES, HOWEVER, THE PHYSICAL FACILITIES, THE SIZE AND/OR ORIENTATION OF STAFF PRECLUDED SUCH A SERVICE. THE FULL RANGE OF ASSISTANCE IS SHOWN IN THE TABLE <u>OPPOSITE</u>.

B. <u>USER RESPONSE SURVEY</u>

AS STATED IN SECTION IV, THE USER RESPONSE SURVEY WAS DEVELOPED TO REACH THE ONE-TIME DIRECTORY USER, THE COURSE SEEKER, AT POINT OF CONTACT. IN THIS WAY IT WAS HOPED TO GAIN INFORMATION NOT OTHERWISE OBTAINABLE TO HELP ANSWER THE MAJOR QUESTION:

> USING THE DIRECTORY, BROCHURES, AND INTERPRETATION AND COUNSELLING ASSISTANCE <u>AS THEY ARE CURRENTLY AVAILABLE</u>, IS THE GENERAL USER ABLE TO FIND THE INFORMATION WHICH HE NEEDS ON COURSES AVAILABLE IN TORONTO? IF NOT, WHY NOT?

TO FACILITATE YEAR-TO-YEAR AND PLACE-TO-PLACE COMPARISON, AN APPROACH WAS DEVELOPED BASED ON A USER INQUIRY DEVICE THAT COULD BE USED AS IT STANDS, OR IN MODIFIED FORM, FOR A NUMBER OF YEARS. THIS DEVICE WAS TESTED ON A REPRESENTATIVE SAMPLE OF INSTITUTIONS. MOST ANSWERS ON THE RETURNED CARDS WERE MEANINGFUL; WE BELIEVE THE CARD CAN BE USED AGAIN NEXT YEAR AND WILL YIELD EVEN MORE VALUABLE REPLIES.

RANGE OF ASSISTANCE AVAILABLE

A. COURSE IDENTIFICATION

1. CLIENT USES SOURCES ALONE TO LOCATE INFORMATION.
2. CLIENT USES SELECTED SOURCES DISPENSED BY PROFESSIONAL TO LOCATE INFORMATION, AFTER EXPRESSING INFORMATION NEED.
3. CLIENT USES SELECTED SOURCE DISPENSED BY PROFESSIONAL TO LOCATE INFORMATION AFTER CLARIFICATION OF EDUCATIONAL NEED WITH PROFESSIONAL.
4. PROFESSIONAL CONSULTS SOURCES AND DISPENSES COURSE INFORMATION TO MEET EXPRESSED NEED OF CLIENT.
5. PROFESSIONAL CONSULTS SOURCES AND DISPENSES COURSE INFORMATION TO MEET CLIENT'S NEED AFTER DISCUSSION AND CLARIFICATION.
6. PROFESSIONAL AND CLIENT SEARCH TOGETHER FOR COURSE TO MEET EXPRESSED NEED.
7. PROFESSIONAL AND CLIENT SEARCH TOGETHER FOR COURSE TO MEET CLARIFIED NEED.

B. FOLLOW-UP

1. CLIENT RECEIVES NO ASSISTANCE IN VERIFYING OR FOLLOWING UP INFORMATION.
2. PROFESSIONAL USER ASSISTS CLIENT BY CROSS-CHECKING, TELEPHONE CALLS, ADDITIONAL COUNSELLING, ETC.

1. RETURNS

CARD RETURNS WERE LIGHT. THIS WAS ANTICIPATED; BECAUSE OF THE SHORT DURATION OF THE PROJECT, IT WAS HOPED ONLY TO RECEIVE ENOUGH DATA TO FORM A BASIS FOR FUTURE, MORE COMPLETE EVALUATIONS. MAIN FACTORS AFFECTING THE RETURN RATE WERE:

1. HUMAN FACTOR. PEOPLE USING THE DIRECTORY WERE DISINCLINED TO COMPLETE AND RETURN CARDS. (ONLY 8.6% OF CARDS TAKEN FROM INSTITUTIONS WERE RETURNED).
2. INSTITUTION FACTOR. IN MANY CASES, CARDS WERE NOT DISPLAYED CONSPICUOUSLY ENOUGH; IN OTHERS, CARDS WERE NOT PUT OUT UNTIL UP TO 10 DAYS AFTER RECEIPT BY THE INSTITUTION.
3. TIME FACTOR. BY THE TIME THE CARDS REACHED THE INSTITUTIONS IN LATE SEPTEMBER, REGISTRATION HAD EITHER BEGUN OR WAS COMPLETED FOR MANY COURSES AND MUCH COURSE-SEEKING ACTIVITY WAS OVER.

THE TIME FACTOR IS OF PARTICULAR IMPORTANCE IN INTERPRETING RESULTS. MOST PEOPLE WHO REGULARLY TAKE COURSES ARE AWARE THAT REGISTRATION FOR MANY INSTITUTIONS BEGINS IN MID-SEPTEMBER; LIBRARIES REPORTED THE HEAVIEST ACTIVITY DURING THE FIRST THREE WEEKS OF SEPTEMBER. CARDS IN THE SAMPLE WERE COMPLETED AND RETURNED IN LATE SEPTEMBER OR OCTOBER. IT IS REASONABLE THEREFORE TO EXPECT IN THE SAMPLE AN UNUSUALLY HIGH CONCENTRATION OF PEOPLE WHO WERE TAKING COURSES FOR THE FIRST TIME, OR WHO WERE FOR OTHER REASONS, SUCH AS INADEQUATE KNOWLEDGE OF ENGLISH, LESS FAMILIAR THAN THE AVERAGE USER WITH ADULT EDUCATION OPPORTUNITIES IN METRO. THE TABLE OPPOSITE DESCRIBES USER RESPONSE CARD RETURNS.

USER RESPONSE CARD: RETURNS

Institution Number	Cards Taken	Cards Returned	% Returned
10	5	3	60.0
15	104	2	1.9
19	2		
20	1		
25	34	7	20.6
29	1		
30	27	1	3.7
35	6		
45	12	1	8.3
55	1		
60	16	1	6.3
70	2	1	50.0
80			
85	4		
90	5	3	60.0
95			
TOTAL	220	19	8.6

ANY INTERPRETATION OF THE RESULTS OF THE ANALYSIS OF RETURNED CARDS MUST TAKE INTO ACCOUNT THAT THE SAMPLE WAS TAKEN DURING A PERIOD OF REDUCED COURSE-SEEKING ACTIVITY. PROBLEMS WITH FINDING SUITABLE COURSES ARE FAR MORE LIKELY AMONG PEOPLE USING THE DIRECTORY DURING SUCH A PERIOD. BECAUSE OF THE LOW RETURNS, THE CARD ANALYSIS BY CATEGORY OF INSTITUTION WHICH WAS ORIGINALLY PLANNED WAS NOT PERFORMED. THE SAMPLE WAS TREATED AS A WHOLE.

PROPORTIONS IN SUCH A SMALL SAMPLE DO NOT NECESSARILY APPLY TO THE POPULATION AS A WHOLE. AS MENTIONED ABOVE, IT IS LIKELY THAT ANY DIFFICULTIES WITH DIRECTORY USE ARE MAGNIFIED. THE RESULTS DO, HOWEVER, SERVE TO IDENTIFY PROBLEMS FOR FUTURE CONSIDERATION.

2. CARD ANALYSIS RESULTS

THE RESULTS OF THE CARD ANALYSIS ARE SUMMARIZED AND COMMENTED UPON BELOW UNDER FOUR HEADINGS:

- ASSISTANCE RECEIVED IN DIRECTORY USE
- USE OF BROCHURES
- ABILITY TO FIND COURSES IN THE DIRECTORY
- WHETHER COURSES LOCATED WERE IN FACT TAKEN

ADDITIONAL INFORMATION GAINED THROUGH TELEPHONE FOLLOW-UPS WAS INCORPORATED INTO THE DATA ANALYSED.

2. 1 ASSISTANCE

THE FOLLOWING FIGURES WERE OBTAINED:

- 58% (11) USED THE DIRECTORY ALONE
- 32% (6) RECEIVED SOME ASSISTANCE FROM A LIBRARIAN, COUNSELLOR, OR INFORMATION OFFICER.
- 11% (2) LEFT THE RELEVANT QUESTION BLANK.

THREE OUT OF FIVE PROSPECTIVE STUDENTS IN THE SAMPLE DID NOT RECEIVE ANY HELP IN INTERPRETING THE DIRECTORY. OTHER REPLIES INDICATE THAT SOME OF THEM NEEDED HELP. SOME MAY HAVE RECEIVED COUNSELLING LATER. (TWO IN THE TELEPHONE SAMPLE DID OBTAIN ADVICE THROUGH A PUBLIC COUNSELLING CENTRE, ALTHOUGH NEITHER MENTIONED THE FACT ON THE CARD. BOTH LATER SIGNED UP FOR COURSES). THERE MAY ALSO BE A TENDENCY TO CHECK OFF "USED DIRECTORY BY YOURSELF" EVEN THOUGH CASUAL HELP MAY HAVE BEEN RECEIVED. HOWEVER, THOSE REQUESTING HELP WERE PROBABLY MORE LIKELY TO HAVE REPLY CARDS URGED UPON THEM, WHICH WOULD TEND TO COUNTERBALANCE THE ABOVE EFFECT.

2. 2 Brochure Use

THE FOLLOWING FIGURES WERE OBTAINED:

- 74% (14) DID NOT LOOK AT COURSE BROCHURES
- 16% (3) LOOKED AT BROCHURES BEFORE USING THE DIRECTORY
- 5% (1) LOOKED AT BROCHURES AFTER USING DIRECTORY
- 5% (1) DID NOT REPLY TO THIS QUESTION

THIS INDICATES THAT FOR THREE OUT OF FOUR USERS, THE DIRECTORY WAS THE ONLY SOURCE OF INFORMATION ABOUT COURSES USED AT THAT TIME. (NEWSPAPER ADVERTISEMENTS MAY HAVE BEEN REFERRED TO PREVIOUSLY). THE SHORTAGE OF COUNSELLING/ INTERPRETATION ASSISTANCE SHOULD BE NOTED IN THIS CONTEXT.

MOST PEOPLE USING THE BROCHURES REFERRED TO THE DIRECTORY AFTER (AS A LAST RESORT?).

A SURPRISING FINDING WAS THE SMALL NUMBER OF PEOPLE (5%) USING THE DIRECTORY AS AN INDEX TO THE BROCHURES. THE DIRECTORY APPARENTLY WAS RELIED UPON BY

PRIMARY USERS AS A SOURCE OF COMPLETE INFORMATION. THIS USE DIFFERS MARKEDLY FROM ITS USE BY PROFESSIONAL USERS IN THEIR FUNCTION AS COUNSELLORS, INFORMATION DISSEMINATORS, OR PLANNERS.

2. 3 Finding Courses

IT IS NOTED THAT:

- 84% (16) WERE LOOKING FOR A SPECIFIC COURSE OR COURSES
- 16% (3) WERE NOT LOOKING FOR A SPECIFIC COURSE (TELEPHONE SURVEY, CRAFT OR HOBBY SOUGHT IN ONE CASE).

OF THE 16 WHO WERE LOOKING FOR A SPECIFIC COURSE:

- 50% (8) FOUND WHAT THEY WERE LOOKING FOR
- 12% (2) DID NOT, BUT FOUND OTHER COURSES THEY WANTED
- 38% (6) FOUND NOTHING OF INTEREST

IN THE SAMPLE AS A WHOLE:

- 47% (9) FOUND WHAT THEY WERE LOOKING FOR
- 37% (7) FOUND AN (OTHER) INTERESTING COURSE(S), (SOME ALSO FOUND FIRST COURSE DESIRED)
- 5% (1) DID NOT ANSWER ANY PART OF THE QUESTION

HALF THE GROUP APPARENTLY COULD NOT FIND WHAT THEY WERE LOOKING FOR; NEARLY TWO OUT OF FIVE FOUND NO INTERESTING OR RELEVANT COURSES AT ALL. AN ANALYSIS WAS PERFORMED ON THE COURSES WHICH WERE DESIRED BUT NOT FOUND, TO DETERMINE WHETHER THE COURSES DID EXIST, AND WHETHER THEY WERE INDEED LISTED IN THE DIRECTORY. RESULTS WERE AS FOLLOWS:

(A) TWO REQUESTED COURSES NOT LISTED IN THE DIRECTORY (FINNISH LANGUAGE, FIGURE SKATING GIVEN IN SCARBOROUGH). APPARENTLY THESE DID NOT EXIST.

(B) FOUR DESIRED COURSES WHICH WERE CERTAINLY LISTED, AS FOLLOWS:

- ANALYTICAL GEOMETRY:	1	LISTED UNDER "ANALYTIC GEOMETRY"
- FRENCH (TWO REQUESTS):	91	LISTED UNDER "FRENCH"
- INTERIOR DECORATING:	26	LISTED UNDER "INTERIOR DESIGN"

IT IS NOTED THAT ALL FOUR USERS CONSULTED DIRECTORIES PLACED IN LARGE PUBLIC LIBRARIES AND CLAIMED TO HAVE RECEIVED NO HELP. ONLY ONE HAD LOOKED AT COURSE BROCHURES (BEFORE CONSULTING THE DIRECTORY). ATTEMPTS TO CONTACT RESPONDENTS WERE UNSUCCESSFUL.

(C) TWO USERS DID NOT STATE WHAT COURSES THEY DESIRED, THOUGH THEY INDICATED A SPECIFIC COURSE WAS SOUGHT. ONE USER, CONTACTED BY TELEPHONE, HAD BEEN LOOKING FOR BOOKKEEPING (30 COURSES LISTED). AT THE TIME OF FOLLOW-UP, HE WAS TAKING ENGLISH THROUGH MANPOWER, FOLLOWING COUNSELLING. THE OTHER USER RECEIVED ASSISTANCE FROM A LIBRARIAN.

ALTHOUGH RESULTS FROM SUCH A SMALL SAMPLE ARE INCONCLUSIVE, THERE IS A STRONG POSSIBILITY THAT SOME PEOPLE HAVE NOT BEEN ABLE TO INTERPRET THE INFORMATION IN THE DIRECTORY, AND HAVE NOT RECEIVED SUFFICIENT ASSISTANCE IN ITS INTERPRETATION. MOST OF THOSE WHO DID RECEIVE ASSISTANCE FOUND COURSES THAT THEY WERE INTERESTED IN TAKING.

2. 4 Courses Taken

THE QUESTION ABOUT WHETHER COURSE INFORMATION HAD BEEN FOLLOWED UP WAS OMITTED BY SLIGHTLY LESS THAN HALF THE RESPONDENTS (47%) INDICATING THAT THE QUESTION MAY NOT HAVE BEEN UNDERSTOOD. ALL OF THOSE WHO ANSWERED "NO" TO THIS

QUESTION ALSO STATED THAT NO COURSES OF INTEREST TO THEM HAD BEEN FOUND.

AT THE TIME OF THE QUESTIONNAIRE OR TELEPHONE CONTACT:

- 26% (5) WERE TAKING A COURSE
- 53% (10) WERE NOT TAKING COURSES
- 21% (4) DID NOT REPLY

MORE THAN HALF THE RESPONDENTS WERE NOT IN COURSE PROGRAMS; JUST OVER 1/4 DEFINITELY WERE TAKING COURSES. HOWEVER, TWO COURSE TAKERS WERE IDENTIFIED ONLY DURING THE TELEPHONE FOLLOW-UP. (ONE HAD ORIGINALLY CHECKED "NO", BUT HAD NOT REPLIED.) BOTH HAD FOUND APPROPRIATE COURSES AFTER FURTHER COUNSELLING. OTHERS HAD NOT FOLLOWED UP COURSE INFORMATION (LEFT BLANK); SOME OF THESE PROBABLY DID TAKE COURSES.

IT WOULD BE DANGEROUS TO ATTEMPT TO DRAW STATISTICAL CONCLUSIONS FROM THE ABOVE, AS THE NUMBER OF OMITTED AND CHANGED REPLIES IS HIGH AND THE SAMPLE SIZE SMALL. MULTIPLE INTERPRETATIONS ARE POSSIBLE. HOWEVER, IT SEEMS SAFE TO ASSUME THAT:

(I) COUNSELLING INCREASES THE PROBABILITY OF A COURSE BEING FOUND PARTICULARLY WITHIN THE HIGH-SPEED GROUP WHICH DOES NOT USE INFORMATION TOOLS EASILY.

(II) FINDING A COURSE DOES NOT RESULT NECESSARILY IN TAKING IT. WHETHER ADDITIONAL INFORMATION OR COUNSELLING MIGHT RESULT IN MORE COURSES ACTUALLY BEING TAKEN IS FAR FROM CLEAR.

3. SUPPORTING INFORMATION

THE METROPOLITAN CENTRAL LIBRARY'S CONTINUING EDUCATION INFORMATION

SERVICES OFFICE RECEIVED APPROXIMATELY 70 TELEPHONE INQUIRIES, FOLLOWING PUBLICITY ABOUT THE DIRECTORY. MANY OF THESE WERE REQUESTS FOR COURSE INFORMATION. THE NOTES WHICH WERE KEPT ON THESE TELEPHONE CALLS AND THE WAY THEY WERE HANDLED ILLUSTRATE THE STRENGTHS AND WEAKNESSES OF THE DIRECTORY. ESPECIALLY EVIDENT WAS THE USEFULNESS OF HAVING AVAILABLE A PERSON OR PERSONS KNOWLEDGEABLE ABOUT THE STRUCTURE OF CONTINUING EDUCATION IN METRO TORONTO.

IT SHOULD BE NOTED THAT MANY CALLERS WERE REFERRED BY OTHER AGENCIES OR INSTITUTIONS, SUCH AS COMMUNITY COLLEGES. THE SAMPLE TENDS TO INCLUDE AN UNUSUAL NUMBER OF PARTICULARLY DIFFICULT REQUESTS.

BREAKDOWN OF REQUESTS BY TYPE

	TOTAL		LISTED IN DIRECTORY		
	#	%	YES	NO	N.A.
PREPARATION FOR EMPLOYMENT AND PROFESSIONAL UPDATING	32	43	16	16	
INTEREST, HOBBY COURSES	18	24	16	2	
QUESTIONS ABOUT DIRECTORY	19	26			19
SPECIAL PROBLEM	5	7			5
	74	100	32	18	24

3. 1 PREPARATION FOR EMPLOYMENT AND PROFESSIONAL UPDATING

REPRESENTING AN EXTREMELY IMPORTANT NEED, THIS CATEGORY OF REQUEST ACCOUNTED FOR 43% OF CALLS RECEIVED. HALF OF THEM COULD NOT BE ANSWERED USING ONLY THE DIRECTORY. THE TELEPHONE BOOK'S YELLOW PAGES OCCASIONALLY PROVIDED AN ANSWER. SOME CALLERS WERE REFERRED TO PROFESSIONAL ORGANIZATIONS WHICH MIGHT

OFFER OR KNOW OF APPROPRIATE COURSES NOT LISTED OR ADVERTISED, ESPECIALLY FOR PROFESSIONAL UPDATING.

COURSES REQUESTED AND AVAILABLE INCLUDED RADIO AND T.V. SERVICING; TAXIDERMY; UPHOLSTERING; GEMOLOGY; COMPUTER PROGRAMMING. NO SUITABLE COURSES WERE AVAILABLE IN LABORATORY TECHNIQUES (NIGHT); PIANO TUNING; INVISIBLE MENDING; OPTICAL GLASS TECHNOLOGY; INDUSTRIAL RADIOGRAPHY; OR LOCKSMITHING, AMONG OTHERS. THREE REQUESTS WERE RECEIVED FOR NURSING UPDATING, WHICH DID NOT SEEM TO BE GIVEN ANYWHERE IN TORONTO.

IN ADDITION, SOME CALLERS REQUIRED ADVICE ABOUT THE RELATIVE DEPTH AND ORIENTATION OF SIMILAR SOUNDING COURSE OFFERINGS WHICH THEY WERE CONSIDERING TO PREPARE THEMSELVES FOR CAREERS.

3. 2 Interest, Hobby Courses

IN CONTRAST WITH THE ABOVE, THIS AREA WAS VERY WELL REPRESENTED IN THE DIRECTORY. IT ACCOUNTED FOR JUST UNDER A QUARTER OF THE REQUESTS, 89% OF WHICH COULD BE ANSWERED USING THE DIRECTORY. SEVERAL CALLERS SPECIFIED A TIME OR DAY AS WELL AS A SUBJECT.

3. 3 Questions about Directory

QUESTIONS ABOUT THE DIRECTORY ITSELF WERE DIRECTED TO THE PHASE I STAFF, AND RELATED TO PURCHASE, AVAILABILITY, CATALOGUING AND PUBLICITY.

3. 4 Special Problems

TO HANDLE THESE REQUESTS REQUIRED EITHER A FAIR AMOUNT OF COUNSELLING, OR KNOWLEDGE BEYOND WHAT WAS IN THE DIRECTORY. "SPECIAL PROBLEM" REQUESTS WERE: A WOMAN, RECENTLY DIVORCED, WANTING A COURSE TO PREPARE HER FOR A CAREER; AN ELDERLY WOMAN WANTING "A SUBJECT" GIVEN CLOSE TO HER HOME; A WOMAN WANTING "AN INTERESTING COURSE ON WEDNESDAY"; AND TWO PEOPLE LOOKING FOR OPPORTUNITIES TO TEACH COURSES.

C. SPONSOR INQUIRY

1. GENERAL REACTIONS

THE DIRECTORY RECEIVED MUCH SPONTANEOUS, UNEQUIVOCAL PRAISE FROM MANY QUARTERS. THE WEIGHT OF THIS POSITIVE REACTION TENDED TO BE IGNORED SINCE WE WERE LOOKING FOR AREAS OF DIFFICULTY OR THOSE NEEDING IMPROVEMENT. A TALLY WAS MADE, HOWEVER, OF THE NUMBER AND CHARACTER OF 'GENERAL COMMENTS' RETURNED WITH THE QUESTIONNAIRE. THIRTY PERSONS CONTRIBUTED 37 POSITIVE STATEMENTS AND 21 NEGATIVE ONES. IT MUST BE EXPLAINED, THOUGH, THAT A COMMENT WAS COUNTED AS "NEGATIVE" WHEN IT DID NO MORE THAN EXPRESS A WISH FOR A SPECIFIC IMPROVEMENT. FEW REALLY 'FOUND FAULT'. THOSE WHO DID WERE CONCERNED WITH THE TIMING OF THE PUBLICATION DATE (TOO LATE) AND WITH SOME ASPECTS OF THE FORMAT AS DESCRIBED BELOW. THESE COMMENTS AND THE OTHERS HAVE BEEN INCORPORATED IN APPROPRIATE FOLLOWING SECTIONS.

2. USES MADE OF THE DIRECTORY BY COURSE SPONSORS

THE POSSIBILITY EXISTED OF THE DIRECTORY PROVING USEFUL IN VARIOUS WAYS TO THOSE ORGANIZATIONS WHOSE COURSES WERE LISTED IN IT. THEY WERE ASKED; HAS THE DIRECTORY BEEN HELPFUL TO YOU OR YOUR OFFICE? DO YOU FEEL THESE USES WILL BE MET SIX MONTHS FROM NOW, WHEN THE INFORMATION MAY NOT BE CURRENT? AFFIRMATIVE REPLIES ARE GIVEN HERE IN RANK ORDER BY IMMEDIATE USE.

USEFULNESS OF DIRECTORY TO COURSE ADMINISTRATORS

	NOW		LATER	
	#	%	#	%
A GUIDE FOR STUDENTS TO COURSES GIVEN ELSEWHERE	30	68	13	30
ADVERTISEMENT OF COURSE OFFERINGS	23	52	8	19
PLANNING GUIDE FOR PROVISION OF COURSES	20	45	17	40
HELP IN DECISION-MAKING	14	32	9	20
QUICK REFERENCE TO ORGANIZATION'S OWN COURSES	12	27	6	14

Other specific uses mentioned were: fee setting (2); counselling (1); comparisons of a general nature (1); timing courses specifically and to satisfaction(1).

Comments received on the overall uses of the Directory by adult educators referred to its basic usefulness; "A co-ordinated listing of this material has been long overdue." "The lack of a central source of information has been a great handicap." "It's very helpful to have a picture of what others are doing". Several others, however, suggested that it will take more than one edition for people to become accustomed to making full use of a tool such as the Directory.

We asked whether sponsors would like a print-out from the 1969 Directory of all their courses. Eight said yes; of these, four were from the "Other" group who had their own copies of the Directory.

3. ACCURACY OF DATA

Course administrators were asked if they had spotted any errors, omissions, misrepresentations or cancellations in their listings in the Directory. By misrepresentations we meant incorrect subject headings, misleading comments in the remarks column, etc. The number of replies reporting inaccuracies has been analysed, as given below. We also report the percentage of the major agencies - universities, community colleges, Ryerson P.I. and Boards of Education - which reported inaccuracies since these are responsible for all courses given. This group also made a one hundred percent response to the questionnaire.

Number of Respondents Reporting whether inaccuracies had been noted.

	Yes			No	Nil Answers
	#	% of Total	% of major agencies		
Errors	9	20	11	27	8
Omissions	13	29	11	23	8
Misrepresentations	12	27	11	24	8
Cancellations	8	18	15	25	11

4. CONTENTS OF DIRECTORY

THE INFORMATION ENTERED IN THE DIRECTORY FOR EACH COURSE LISTING WAS THAT FOUND USUALLY IN THE COURSE ANNOUNCEMENTS OR BROCHURES. WE ASKED IF IMPORTANT CATEGORIES OF INFORMATION HAD BEEN OMITTED. THE FOLLOWING WERE SUGGESTED FOR INCLUSION:

- DESIRED SIZE OF GROUP WHEN SIZE A SIGNIFICANT FACTOR (4)
- METHOD OF INSTRUCTION WHEN NOT FORMAL TEACHING (2)
- TELEPHONE NUMBERS WHEN A PHONE CALL IS REQUIRED FOR FURTHER INFORMATION (4)
- NUMBER OF HOURS A COURSE LASTS EACH EVENING, OR EACH TERM (3)
- NAME OF CERTIFICATE TO WHICH A COURSE MAY LEAD (3)
- SOME INDICATION OF COURSE CONTENT OR INTENT - A BRIEF COURSE DESCRIPTOR, PHRASE INDICATING NATURE OR AIMS, COURSE SUBTITLE WHEN TITLE WAS VAGUE OR TOO GENERAL (6).

THE QUESTIONNAIRE DID NOT SPECIFICALLY SEEK SPONSOR REACTION TO THE OVER-ALL CONTENT OF THE DIRECTORY; BUT A VARIETY OF SUGGESTIONS CONCERNING CONTENT WERE RECEIVED. ALL WERE FOR SUPPLEMENTARY MATERIAL, EITHER AS PART OF OR IN ADDITION TO THE DIRECTORY.

THEY REQUESTED:

- A LISTING OR OTHER DEVICE FOR SHOWING JANUARY COURSES (4)
- A MAP SHOWING LOCATIONS OF ALL INSTITUTIONS (3)
- A LISTING OF ADULT, DAYTIME, NON-CREDIT COURSES (2)
- A LIST OF THOSE CERTIFICATES, ETC., TO BE OBTAINED BY TAKING A GROUP OF COURSES OVER ONE OR MORE YEARS (3)

- A CLEAR STATEMENT OF CRITERIA USED TO SELECT WHAT WAS TO BE INCLUDED AND WHAT WAS TO BE OMITTED (3).

5. STABILITY OF INFORMATION

OUR CONCERN WITH STABILITY WAS TWO-SIDED. WE WANTED TO KNOW WHETHER DIRECTORY INFORMATION ABOUT COURSES WAS STILL VALID WHEN THE FALL TERM BEGAN: WE ALSO WISHED TO ASCERTAIN THE EXTENT OF UP-DATING REQUIRED FOR THE 1970 EDITION. BUT THERE WAS A THIRD ASPECT WE HAD NOT ANTICIPATED, THE PHILOSOPHY OF UNPREDICTABILITY. IN FACT, IN SOME AGENCIES, THOSE WHICH WERE CONCERNED MORE WITH THE QUALITY OF COMMUNITY ACTION AND GROWTH THAN WITH COURSES, PER SE, THERE WAS A CONSCIOUS EFFORT TO AVOID ANYTHING SUGGESTING A CUT-AND-DRIED PROGRAM. COURSES WOULD BE ARRANGED AS THE DEMAND WAS PERCEIVED. THE COURSE DIRECTOR OF ONE SUCH INSTITUTION EXPLAINED; "THE GREATEST WEAKNESS OF OUR PROGRAM IS ITS PREDICTABILITY. WE WANT IT SOMEWHAT MORE SPONTANEOUS, MORE FLUID. THEREFORE, A DIRECTORY LIKE THIS WOULD BE LESS ABLE TO ACCOMMODATE SUCH A PROGRAM."

PHASE II'S SPONSOR QUESTIONNAIRE AND INTERVIEWS REVEALED AMONG SCHOOLS AND COLLEGES A SIMILAR, AND UNSUSPECTED, COURSE PLANNING APPROACH. SOME SPONSORS SCHEDULED A MAXIMUM NUMBER OF COURSES AND SECTIONS AND CUT BACK IN KEEPING WITH STUDENT DEMAND,WHILE OTHERS SCHEDULED THE MINIMUM AND EXPANDED AS REQUIRED. REGISTRATION WAS MOVABLE, TOO. AS ONE MAJOR HIGH SCHOOL EXPLAINED: "REGISTRATION TAKES PLACE THE LAST WEEK IN SEPTEMBER AND THEREAFTER". COURSES, TOO, IF THEY DO NOT 'GO' IN SEPTEMBER MAY BE RE-OFFERED SOME WEEKS LATER. SCHOOLS KEEP LISTS OF WOULD-BE STUDENTS AND PHONE THEM WHEN THERE SEEMS TO BE A LARGE ENOUGH NUMBER FOR A CLASS. THIS PRACTICE DOES NOT APPEAR TO BE A CONSCIOUS, OVERT POLICY BUT RATHER IT SEEMS TO BE AN INFORMAL PRACTICE THAT ENERGETIC

ADMINISTRATORS USE TO KEEP STUDENTS HAPPY AND REGISTRATION FIGURES CLIMBING. AS SUCH, THE POLICY IS NEITHER RECORDED NOR ADVERTISED, AND MAY PROVE AN INTERESTING PHENOMENON FOR CONSIDERATION BY ADULT EDUCATORS.

ENROLLMENT IN CONTINUING EDUCATION COURSES IN METRO TORONTO

NO. REPORTING DATA	GROUP	1967	1968	1969
5	UNIVERSITIES, CAATS, RYERSON, P.I.	13,961	15,026	15,023
7	BOARDS OF EDUCATION	80,723	84,165	86,303
3	Y'S, PARKS AND RECREATION DEPT. PUBLIC LIBRARIES	930	1,423	1,574
10	OTHER*	22,341	22,667	26,127
25	TOTAL	117,955	123,281	129,027

*INCLUDES AN ESTIMATED 19,000-20,000 EACH YEAR OF NEW CANADIANS IN ENGLISH CLASSES.

SPONSORS WERE ASKED WHETHER COURSE OFFERINGS CHANGED BEFORE, DURING OR AFTER REGISTRATION AND TO WHAT EXTENT. WHILE 11 DID NOT REPLY (SOME, IN FACT, FOUND THE QUESTION IMPERTINENT), 26 ORGANIZATIONS SAID CHANGES OCCURRED, AND 7 REPORTED NO CHANGES. ONE COMMENT, STUDIED WITH SOME INTEREST, STATED: "COURSE OFFERINGS WERE NOT CHANGED, BUT THE TERMINOLOGY, THE NIGHTS AND THE TIMES WERE, IN MOST CASES."

THOSE REPORTING HAD 1,915 COURSES AVAILABLE BEFORE REGISTRATION AND 1,644 AFTER. BUT 40 NEW COURSES WERE ADDED, SO THAT THE TOTAL OF PLANNED COURSES THAT WAS DROPPED WAS 311. THIS IS NOT THE WASTE OF ADMINISTRATIVE EFFORT IT FIRST APPEARS, FOR A NUMBER OF "DROPS" WERE MERELY POSTPONED A FEW WEEKS, OR UNTIL THE JANUARY TERM.

COMPLETE FIGURES ARE:

EFFECT OF ENROLLMENT ON NUMBER OF COURSES OFFERED

No. reporting Change	Group	No. of courses Before Reg'n	No. of courses After Reg'n	Courses added during reg'n.	Total No. Courses dropped
10	Universities, etc.	800	621	14	193
9	Brds. of Education	1030	951	19	98
3	Y's, etc.	55	43	5	17
5	Other	30	29	2	3
27		1915	1644	40	311

STUDENT DEMAND IS NOT ALWAYS THE PRIMARY REASON FOR THE ADDITION OR CANCELLATION OF COURSES. AS COURSE CONTENT BECOMES MORE ADVANCED AND DIFFICULT, ANOTHER QUITE DIFFERENT REASON APPEARS. "THE NUMBER OF COURSES WE CAN OFFER DEPENDS ON THE NUMBER OF FACULTY WE HAVE TO TEACH THE COURSES."

6. GENERAL TRENDS

IS IT POSSIBLE TO IDENTIFY ANY EXPLANATION FOR THE PREDICTABILITY OR NOT OF THE STUDENT MARKET? A NUMBER OF SEASONED ADMINISTRATORS THOUGHT NOT. "WE HAVE INVESTIGATED CHANGES (IN ENROLLMENT) BEFORE AND FOUND THE OPERATION MOST UNPROFITABLE." THE QUESTIONNAIRE RAISED THIS POINT BY ASKING WHICH COURSES SHOWED THE LARGEST INCREASE AND WHY. FEW TRENDS WERE UNCOVERED. ONE AGENCY REPORTED A BIG INCREASE IN CONVERSATIONAL FRENCH;"A GREAT AWARENESS OF FRENCH AS A SECOND LANGUAGE." ANOTHER IN THE SAME GROUP REPORTED AN 8% DECREASE IN ENROLLMENT - BUT THEY HAD INCREASED THEIR FEES.

IT IS POSSIBLE TO TRACE SOME CORRELATION BETWEEN SUCCESS OR FAILURE

AND COURSE DESCRIPTION, E.G., 'INDUSTRIAL PSYCHOLOGY' DOWN AND OUT, 'HUMAN RESOURCES MANAGEMENT' UP FROM 20 TO 250; OR METHOD OF INSTRUCTION, E.G., "A SUCCESSFUL INSTRUCTOR LEFT US; ATTENDANCE DOWN 200%", OR ACCESSIBILITY, E.G., "COURSE NOW BEING GIVEN BY A COMMUNITY COLLEGE ", OR A CHANGE IN THE EDUCATIONAL REQUIREMENTS FOR A TRADE OR PROFESSION.

7. SPONSOR COMMENTS ON FORMAT

THE LAST QUESTION OF THE SURVEY ASKED FOR GENERAL COMMENTS. MOST REPLIES HAVE ALREADY BEEN INCORPORATED IN THIS REPORT; A FEW COMMENTS ON FORMAT FOLLOW.

MOST SPONSORS FOUND THE PHYSICAL FORMAT AND LAYOUT OF THE DIRECTORY GOOD AND THE INFORMATION EASY TO LOCATE. ONE ADMINISTRATOR FOUND THE SIZE"OFF-PUTTING", SO BIG THAT HE DID NOT KNOW WHERE TO LOOK FOR A LISTING OF HIS COURSES. HE SUGGESTED THAT SUBJECT HEADINGS BE PRINTED SO AS TO STAND OUT, AND THAT SOME DEVICE BE USED TO BREAK UP THE MASS, PERHAPS COLOURED PAGES OR RUNNING HEADINGS. OTHER (3) THOUGHT IT WOULD BE HELPFUL TO HAVE THE INFORMATION IN SOME KIND OF "PAMPHLET FORM", OR TO HAVE PRINT-OUTS OF COURSES BY LARGE, INTEREST AREAS, E.G., ARTS AND CRAFTS, TO GIVE THEM A BETTER PICTURE OR SNAPSHOT OF A FIELD. PRINT-OUTS OF 'PROLIFIC' COURSE AREAS (E.G., FRENCH - 170 COURSES) WERE ALSO SUGGESTED. ANOTHER SUGGESTION FOR EASE IN MAKING COMPARISONS WAS THE USE OF SOME KIND OF STRUCTURED ORDER WITHIN EACH DENSELY PACKED SUBJECT.

A FINAL, ENIGMATIC COMMENT ON THE DIRECTORY: "I WISH IT COULD BE GAY AND MORE REVEALING."

VI PROJECT MANAGEMENT

A. ADMINISTRATION

1. ADVISORY COMMITTEE

THIS GROUP OF ADVISERS WAS SET UP TO ASSIST THE PROJECT DIRECTOR IN ESTABLISHING PRIORITIES FOR THE PROJECT AND IN FACILITATING THE IMPLEMENTATION OF ITS FINDINGS. THE COMMITTEE HAS MADE A SIGNIFICANT CONTRIBUTION TO THE PROJECT, PARTICULARLY IN ENABLING US TO INTERACT WITH COMMUNITY AND EDUCATIONAL AGENCIES AND PERSONNEL IN THE FIELD, AND IN PLANNING THE NEXT STEPS OF THE PROJECT. THE MEMBERS OF THE COMMITTEE ARE:

MR. ARTHUR BULLIED, SECRETARY, ONTARIO ASSOCIATION FOR CONTINUING EDUCATION.

DR. JAMES DRAPER, ASSOCIATE PROFESSOR, DEPARTMENT OF ADULT EDUCATION, O.I.S.E.

MR. KENNETH MACKERRACHER, ASSISTANT DIRECTOR, CONTINUING EDUCATION ADMINISTRATION, HUMBER COLLEGE OF APPLIED ARTS AND TECHNOLOGY.

MR. JOHN PARKHILL, DIRECTOR, METROPOLITAN TORONTO LIBRARY BOARD

MISS ANNE SETCHELL, PROGRAM OFFICER, CANADIAN ASSOCIATION FOR ADULT EDUCATION.

MR. DOUGLAS SHERK, DEAN OF COMMUNITY PROGRAMS, SENECA COLLEGE OF APPLIED ARTS AND TECHNOLOGY.

2. OFFICES

IT WAS PLANNED INITIALLY TO HOUSE THE PROJECT IN THE OFFICES OF PHASE I IN THE CENTRAL LIBRARY, OPERATED BY THE METROPOLITAN TORONTO LIBRARY BOARD. WHEN THE PROJECT DIRECTOR HAD ANOTHER PROPOSAL FUNDED (PROJECT IRIS), SHE DECIDED

THAT BOTH PROJECTS WOULD BE PROSECUTED MORE EFFECTIVELY WITH A SHARED STAFF IN ONE SET OF OFFICES. CONSEQUENTLY, WHEN PROJECT IRIS WAS OFFERED FIVE OFFICES ON THE 10TH FLOOR IN HIS DIVISION BY THE CO-ORDINATOR OF RESEARCH AND DEVELOPMENT STUDIES, THE PROJECT DIRECTOR SET UP THE TWO PROJECTS IN THESE QUARTERS.

B. STAFF ACTIVITIES

IN COUNTING UP THE TIME AND EFFORT SPENT ON PHASE II, WE ESTIMATE THAT APPROXIMATELY 355 MAN DAYS WERE SPENT ON THE PROJECT, INCLUDING PRODUCTION OF THE FINAL REPORT PACKAGE (2 PARTS OF THE FINAL REPORT, AND VARIOUS ATTACHMENTS AND ADDENDA, EXCEPT THE DIRECTORY ITSELF, WHICH WAS PRODUCED BY PHASE I). THIS AMOUNT OF EFFORT FOR THE EXPENDITURE OF $15,000 SEEMS A BARGAIN IN THIS INFLATIONARY AGE! (WE HOPE THE 355 DAYS WERE SPENT TO GOOD RESULT.)

THE NAMES OF STAFF, THEIR EXPENDED TIME ON THE PROJECT, AND THEIR JOB ROLE IS NOTED ON THE STAFF/CONSULTANT ACTIVITIES CHART ON PAGE 69. TIMES ARE ESTIMATES IN SOME CASES SINCE SEVERAL STAFF MEMBERS WERE WORKING ALSO ON PROJECT IRIS.

AS NOTED IN THE PREFACE, RESPONSIBILITY FOR THE ANALYSIS AND EVALUATION ACTIVITIES OF THE PROJECT BELONGED TO THE PROJECT OFFICER, MISS DOROTHY L. GILLMEISTER. MISS GILLMEISTER WAS ASSISTED IN THIS WORK BY ALL THE PROJECT STAFF, IN PARTICULAR BY MRS. RUTH WERTHEIMER AND MR. STEPHEN LONG. THE SECTIONS OF THIS REPORT DEALING WITH ANALYSIS/EVALUATION WERE WRITTEN BY THESE THREE STAFF MEMBERS, WITH MISS GILLMEISTER ACTING AS EDITOR. PART 2 OF THIS PROJECT'S FINAL REPORT, THE PROPOSAL FOR PHASE III, WAS PREPARED BY THE PROJECT DIRECTOR, WITH THE COLLABORATION OF MR. STEPHEN LONG, WHO IS NOW ASSISTING IN THE IMPLEMENTATION OF PHASE III AS ITS RESEARCH OFFICER.

ALL PROJECT STAFF EITHER WERE STAFF MEMBERS OR WERE GRANTED MEMBERSHIP IN THE DEPARTMENT OF ADULT EDUCATION OF THE INSTITUTE.

C. ESTIMATED EXPENDITURES OF THE PROJECT, SEPTEMBER 1, 1969 - JANUARY 5, 1970

THE FOLLOWING SUMMARY PROVIDES ESTIMATES OF EXPENDITURES OF THE TOTAL PROJECT BUDGET, INCLUDING ALL MONIES TO BE CONTRIBUTED BY THE TWO FUNDING AGENCIES (THE METROPOLITAN TORONTO LIBRARY BOARD AND O.I.S.E.) SOME BUDGET LINES ARE OVER THE AMOUNTS BUDGETED, SOME ITEMS ARE UNDERSPENT. WE HAVE EXPENDED OR ENCUMBERED APPROXIMATELY $210 OVER THE BUDGET. THE PERCENTAGES IN PERSONNEL SHOW THAT FRACTION OF FULL-TIME EFFORT BEING HIRED OR ALLOCATED TO THIS PROJECT.

A.	PERSONNEL	
	1 PROJECT OFFICER (85%)	
	3 ACADEMIC SUPPORTING STAFF (69%)	$ 5,950
B.	SUPPLIES, PRINTING, XEROXING	225
C.	STAFF TRAVEL	935
D.	TECHNICAL SYSTEMS CONSULTATION	600
E.	STUDIES, REPORTS, DISSEMINATION AND PLANNING	3,500
F.	PROJECT ADMINISTRATION/SUPPORT SERVICES	4,000
	TOTAL EXPENDED	$ 15,210

STAFF/CONSULTANT ACTIVITIES CHART - PHASE II (TO JANUARY 9, 1970)

NAME OF STAFF	EMPLOYER	START DATES	TIME	JOB ROLE/ACTIVITY
°DONALD BURRILL	O.I.S.E.	SEPT. 1 -	3 HRS.	CONSULTANT - EVALUATION DESIGN
+GEORGE FORRESTER & STAFF	GEORGE FORRESTER SYSTEMS CO. LTD.	SEPT. 15 -	12 DAYS (EST.)	MANAGER, PHASE I
*°DOROTHY GILLMEISTER	O.I.S.E.	AUG. 11 -	85 DAYS (EST.)	PROJECT OFFICER - ANALYSIS/EVALUATION
*°MALCOLM HINDLEY-SMITH	O.I.S.E.	SEPT. 22 -	6 DAYS (EST.)	SYSTEMS CONSULTANT - DOCUMENTATION PHASE I
+°DIANA J. IRONSIDE	O.I.S.E.	SEPT. 1 -	60 DAYS (EST.)	PROJECT DIRECTOR - PLANNING/ADMIN.
*STEPHEN W. LONG	O.I.S.E.	OCT. 27 -	45 DAYS	ASSISTANT - INTERVIEWING/ANALYSIS
+RONALD F. MILLER	SYRACUSE UNIV.	SEPT. 24, NOV. 15	2 DAYS	CONSULTANT-PROJECT DESIGN
°JOANNE ORTON	O.I.S.E.	SEPT. 29 -	50 HRS.	GRAD. ASSISTANT-ANALYSIS/EVALUATION
+HARRIET PARSONS	MTLB	SEPT. 1 -	15 DAYS (EST.)	PHASE I DOCUMENTATION
*ORM SHRIVASTAVA	O.I.S.E.	OCT. 20 -	40 HRS.	ASSISTANT - ANALYSIS
°HELENE WEBB	O.I.S.E.	SEPT. 29 -	45 DAYS (EST.)	SECRETARY
+RUTH WERTHEIMER	MTLB	SEPT. 1-OCT. 15	15 DAYS (EST.)	PHASE I DOCUMENTATION
*RUTH WERTHEIMER	O.I.S.E.	OCT. 15 -	50 DAYS	ASSISTANT - INTERVIEWING/ANALYSIS
ASSISTANCE DEPT.AD.ED.	O.I.S.E.	SEPT.1 - SEPT.29	5 DAYS (EST.)	CLERICAL SUPPORT
ASSISTANCE, C-ORD.R&D	O.I.S.E.	SEPT.1 - SEPT.29	15 HRS. (EST.)	TELEPHONE SUPPORT

* PAID FROM O.I.S.E. PROJECT FUNDS

+PAID FROM MTLB PROJECT FUNDS

°ALSO PROJECT IRIS

VII IMPLICATIONS AND FUTURE DIRECTIONS

A. CODA TO THE FINDINGS

AFTER EXAMINING THE PREVIOUS SECTIONS OF THIS SUMMARY REPORT, THE READER WILL RECOGNIZE THAT AN ORGANIZED LISTING OR OUTPUT OF A FILE OF INFORMATION (THE DIRECTORY) WAS THE MAJOR ASPECT OF THE PROCESS OF "INFORMATION EXCHANGE" IN PHASE I OF THE PROJECT AND WAS THE SUBJECT OF STUDY IN SOME DEPTH IN PHASE II. EARLY IN THE HISTORY OF THE PROJECT, AN ASSUMPTION WAS MADE THAT POSITIVE VALUES WERE LIKELY TO ACCRUE TO PROFESSIONAL USERS AND TO POTENTIAL ADULT STUDENTS THROUGH PUBLICATION OF A DIRECTORY OF COURSES. INSTEAD OF EXPERIMENTING WITH A VARIETY OF INFORMATION-SHARING DEVICES, THEREFORE, THE PHASE I TEAM DECIDED TO TEST THE VALIDITY OF THIS ASSUMPTION AND ALSO TO PROVIDE A TOOL WHICH HAD BEEN EXPRESSLY REQUESTED BY A GROUP OF LIBRARIANS AND ADULT EDUCATION AGENCIES.

PHASE II HAS FOUND THAT THERE IS OVERWHELMING SUPPORT FOR AND APPROVAL OF A DIRECTORY-LIKE PRODUCT. SOME COURSE-GIVING AGENCIES (SPONSORS) SAW IMPLICATIONS OF THE TOOL FOR ANALYSING AND IMPROVING THEIR OWN OFFERINGS; OTHERS INDICATED CONSIDERABLE EASING OF WORK PRESSURE ON THEIR COUNSELLING AND REGISTRATION STAFF BECAUSE OF THE DIRECTORY. A FEW SPONSORS SAW THE VERY REAL POTENTIAL OF AN INFORMATION EXCHANGE OR CENTRE FOR IMPROVING THEIR OWN AND CO-OPERATIVE COURSE PLANNING PROCESSES AND/OR COLLECTING USEFUL FEEDBACK FROM STUDENTS.

PROFESSIONAL USERS EXPLOITED THE DIRECTORY AND COMMENTED ON ITS STRENGTHS AND WEAKNESSES LARGELY IN THE CONTEXT OF THEIR AGENCIES' MISSION OR ADMINISTRATIVE ENVIRONMENT. THE CORRELATION BETWEEN USE HABITS AND THE MISSION/ENVIRONMENT FACTORS

REVEALED BY OUR STUDY, HAS DRAMATIC IMPLICATIONS FOR MANAGEMENT AND PROFESSIONAL EDUCATION AND CONTINUING PROFESSIONAL DEVELOPMENT.

OUR STUDY INDICATES FOR EXAMPLE, THAT ONE MAJOR FACTOR IN THE CREATIVE AND ACTIVE USE OF THE DIRECTORY IS THE AMOUNT AND TYPE OF ORIENTATION OR PRE-CONDITIONING GIVEN TO PROFESSIONAL INFORMATION DISSEMINATORS, A FUNCTION BOTH OF PUBLICITY OR ADVANCE PLANNING PRIOR TO ISSUANCE OF THE DIRECTORY, AND OF TRAINING PROGRAMS IN ITS USE. ANOTHER INTERESTING FACTOR IN HIGH QUALITY OR POSITIVE DIRECTORY-USE SITUATIONS IS THAT THE QUALITY AND EXTENT OF INFORMATION INTERPRETATION AND EDUCATIONAL COUNSELLING CORRELATES BOTH WITH INSIGHT INTO A PARTICULAR COMMUNITY'S NATURE AND NEEDS, AND WITH ORIENTATION TO OR PRECONDITION-ING IN THE PURPOSES OF THE DIRECTORY.

THESE FINDINGS MAY BE INDICATORS OF THAT OFTEN CITED ANOMALY - THAT EDUC-ATORS DO NOT ALWAYS PRACTISE THE MEDICINE THEY PRESCRIBE FOR OTHERS! ON THE OTHER HAND, WE CANNOT PRODUCE AN INFORMATION TOOL OR SERVICE AND THEN SIMPLY DROP IT INTO THE USERS' LAPS, EXPECTING THAT THE PROCESSES OF "CHANGE AND ADOPTION" OR EVEN ENLIGHTENMENT, WILL OCCUR AUTOMATICALLY. INFORMATION WORTH COLLECTING AND DISPLAYING PROBABLY MERITS DIFFUSION INVOLVING THE USE OF EDUCATIONAL METHODS TO AID THE DISSEMINATORS IN PROVIDING THAT INFORMATION MOST APPROPRIATE TO THE CLIENT'S EDUCATIONAL AND PERSONAL NEEDS.

THE PROJECT UNCOVERED INDICATIONS OF INADEQUATE COUNSELLING AT THE POINT OF THE USER'S CONTACT WITH INFORMATION AND COMMUNITY AGENCIES. THE INADEQUACY OF COUNSELLING AND APPROPRIATE INFORMATION DISSEMINATION TO CITIZENS IS NO NEW STORY TO ADULT EDUCATORS. WHILE THE RESPONSIBILITY FOR EMBEDDING INFORMATION SHARING IN AN EDUCATIONAL ENVIRONMENT OBVIOUSLY SHOULD BE <u>SHARED</u> BY EDUCATORS, COUNSELLORS

AND INFORMATION SPECIALISTS, INFORMATION CENTRES IN BOTH THE PUBLIC AND PRIVATE SECTORS MUST NOT IGNORE THE INITIATIVE THAT IS THERE TO TAKE. AN INFORMATION EXCHANGE THAT TRULY FACILITATES THE MATCHING OF A CLIENT WITH LEARNING OPPORTUNITIES APPROPRIATE TO HIS NEEDS CAN PROVIDE A SERVICE OF UNIQUE VALUE IN OUR SOCIETY.

B. DISSEMINATION OF THE FINDINGS

PUBLISHING A NUMBER OF REPORTS FROM PHASE II AND HOLDING A SERIES OF SEMINARS IN OTHER COMMUNITIES IN THE PROVINCE MAY BE USEFUL WAYS OF AIDING DIFFUSION/ADOPTION OF THE INNOVATIVE ASPECTS OF THIS INFORMATION DISSEMINATION PROJECT. WITH THE PROSPECT OF A PHASE III PROJECT IN 1970 UNDER ACTIVE NEGOTIATION, AND BEING UNDER EXTREME TIME LIMITATION, THE PROJECT DIRECTOR, HOWEVER, HAS RECOMMENDED TO THE ADVISORY COMMITTEE THAT A DISSEMINATION PROGRAM WOULD BE MORE SUCCESSFUL IF INCORPORATED INTO THE WORK PLAN OF PHASE III.

THE DESIGN FOR SUCH A DISSEMINATION PROGRAM MIGHT INCLUDE THESE ASPECTS:

(I) PUBLISH A SHORT GENERAL REPORT FOR SUBMISSION TO JOURNALS AND NEWSLETTERS, ON THE NATURE AND FINDINGS OF THE PROJECT TO DATE.

(II) PREPARE GUIDELINES FOR OTHER COMMUNITIES WISHING TO MOUNT SIMILAR PROJECTS, TO COVER SUCH TOPICS AS PROJECT PLANNING, PROJECT MANAGEMENT, SETTING OF OBJECTIVES, DETERMINING CLIENTELE INFORMATION NEEDS, EXTENT OF DATA BASE, PROCEDURES FOR DATA COLLECTION AND ORGANIZATION, RANGE OF OUTPUT PRODUCTS POSSIBLE, AND RANGE OF CHOICES OF INFORMATION HANDLING SYSTEMS.

(III) CONDUCT SERIES OF SEMINARS WITH GROUP OF ADULT EDUCATION, COUNSELLING AND INFORMATION PERSONNEL IN A NUMBER OF COMMUNITIES INTERESTED IN MOUNTING SIMILAR PROJECTS, WITH A DEMONSTRATION TEAM OF EXPERIENCED PERSONNEL.

(IV) USE THE METRO TORONTO WORKING MODEL/INFORMATION CENTRE (PHASE III) AS A FIELD DEMONSTRATION DEVICE.

C. FUTURE DIRECTIONS

THE CONCEPT OF "INFORMATION EXCHANGE" IS BOTH COMPLEX AND DYNAMIC, WITH ASSOCIATED QUALITIES OF AMBIGUITY AND FLEXIBILITY. IT IMPLIES A MEETING PLACE FOR BUYER AND SELLER WHERE EACH IS EQUAL WITH THE OTHER, AND HAS SOMETHING THE OTHER MAY WANT. PROJECT INFORMATION EXCHANGE ATTEMPTED TO SET UP CONDITIONS THAT MIGHT LEAD TO AN EDUCATIONAL INFORMATION EXCHANGE. WE THINK THAT SUCH CONDITIONS ARE ESTABLISHED IN THE TORONTO COMMUNITY NOW AND THAT COURSE SPONSORS AND INFORMATION USERS ARE DEVELOPING A PROPENSITY FOR USING AN INFORMATION SYSTEM OR MECHANISM. IT REMAINS TO THE NEXT PHASE TO EXPLOIT THE LEARNINGS OF THE FIRST TWO PHASES OF THE PROJECT IN ORDER TO ESTABLISH A TRULY DYNAMIC INFORMATION EXCHANGE.

1. ECONOMIC VIABILITY

THE COST OF THE ADULT EDUCATION ENTERPRISE IN TORONTO (OR ANYWHERE ELSE, FOR THAT MATTER) IS UNKNOWN, AND PROBABLY INCALCULABLE. ESTIMATES OF THE ORDER OF THREE MILLION DOLLARS UP HAVE BEEN MADE. INCOME FROM STUDENTS COULD BE ESTIMATED MORE EASILY BY COMPUTING STATISTICAL AVERAGES FROM THE MACHINE-READABLE FILE OF DATA IN PROJECT INFORMATION EXCHANGE. EVEN "BY HAND", HOWEVER, WE CAN DERIVE SOME ESTIMATED FIGURES. SUPPOSE THAT WE USE THE ENROLLMENT FIGURE REPORTED IN OUR SURVEY FOR 1969 - 129,027. INCOME FROM STUDENT FEES MIGHT BE ESTIMATED FROM

$1,290,270 ($10 PER STUDENT) TO $2,580,540 ($20 PER STUDENT), OR ON AVERAGE, A TOTAL OF $1,935,405. A RISKY GAME TO PLAY, PERHAPS, BUT FASCINATING IN ITS IMPLICATIONS, IS TO SUGGEST THAT, AT A MINIMUM, TORONTO CAN AFFORD TO SPEND ANNUALLY AT LEAST 5% OF STUDENT FEES TO ENSURE THE AVAILABILITY OF COMPREHENSIVE INFORMATION ABOUT EDUCATIONAL OPPORTUNITIES ($96,770), AND ANOTHER 3% PERHAPS TO FACILITATE SPONSOR PLANNING OF A MORE COMPREHENSIVE, INTEGRATED, AND COMMUNITY-NEED ORIENTED ADULT EDUCATION PROGRAM ($58,062). (THESE ENROLLMENT FIGURES REPRESENT ONLY A PORTION OF THE ADULT STUDENT POPULATION IN THIS CITY).

ONE MIGHT THEN PLAN AN INFORMATION FACILITY PROVIDING LISTS OF COURSES TO SPONSORS, PROFESSIONAL USERS AND THE PUBLIC ONE TO THREE TIMES A YEAR, WITH ANALYSIS OF SUMMARY DATA REGARDING NUMBERS OF COURSES, ENROLLMENTS, FEES CHARGED AND SO FORTH, FOR A COST OF $150,000 A YEAR. AS CAPABILITY IS ADDED TO THE CENTRE, PERHAPS INCORPORATING RELATED DATA BASES OF INTEREST TO THE CONSUMER AND THE EDUCATIONAL COMMUNITY, THE BUDGET COULD BE INCREASED.

THE POINT OF THIS ARGUMENT IS THAT ENSURING THE AVAILABILITY OF EDUCATIONAL INFORMATION IS AN ESSENTIAL ASPECT OF MAKING EDUCATIONAL OPPORTUNITIES ACCESSIBLE TO THE CONSUMER.

A FILE OF INFORMATION THAT WAS MANIPULABLE COULD BE USED ALSO TO PRODUCE INCOME FOR A CENTRE. OUR STUDY REVEALED THE INTEREST OF SOME AGENCIES IN RECEIVING SPECIALLY PREPARED LISTS, ON DEMAND, OF COURSES IN PARTICULAR SUBJECT AREAS, OR OF ANALYSES OF DATA, FOR WHICH THEY WOULD BE WILLING TO PAY A FEE. SPECIAL MARKET STUDIES MIGHT BE UNDERTAKEN, FOR INSTANCE, FOR SPONSORS ENGAGED IN AN APPROACH TO PROGRAM PLANNING IN WHICH ANALYSIS OF NEED AND COMMUNITY PARTICIPATION WERE ENDEMIC TO THE PROCESS, SUCH AS COMMUNITY DEVELOPMENT. SUCH ACTIVITIES COULD

AID IN EXPANDING THE DATA BASE OF COURSE OPPORTUNITIES AND ADD RELEVANT DATA TO THE COMPUTERIZED STORE OF INFORMATION. IN SUCH WAYS, THE INFORMATION CENTRE COULD BE MADE ECONOMICALLY STABLE IN A FAIRLY SHORT PERIOD OF TIME.

PHASES I AND II OF PROJECT INFORMATION EXCHANGE, IN EIGHT MONTHS, PRODUCED AND ANALYSED THE USE OF A TEST DIRECTORY THAT IS COMPUTERIZED AND USEFUL ENOUGH TO REPRESENT THE SPECTRUM OF ADULT EDUCATION OPPORTUNITIES IN METRO TORONTO, FOR A COST OF APPROXIMATELY $50,000. THE THREE SPONSORS IN RETURN FOR THEIR EXPENDITURE OF THIS MODEST AMOUNT RECEIVED APPROXIMATELY 845 MAN DAYS OF STAFF EFFORT. IN SECTION D WE PROPOSE A PHASE III OF THIS PROJECT FOR A COST OF APPROXIMATELY $100,000 OVER A PERIOD OF FIFTEEN MONTHS. LET US HOPE THAT AFTER PHASE III ESTABLISHES A WORKING MODEL IN THE FIELD, THE CITIZENS OF TORONTO WILL HAVE AN OPERATIONAL INFORMATION CENTRE ON CONTINUING EDUCATION.

2. INFORMATION HANDLING SYSTEMS

THE SUCCESS OF COLLECTING INFORMATION, ORGANIZING IT SYSTEMATICALLY, AND DISPLAYING IT IN A VARIETY OF WAYS TO MEET THE NEEDS OF CONSUMERS, COUNSELLORS, PROGRAM PLANNERS AND RESEARCHERS IS A FUNCTION IN LARGE PART OF THE METHODS OR SYSTEMS ADOPTED FOR THE DATA'S STORAGE, RETRIEVAL AND DISSEMINATION. AS STATED EARLIER IN THE REPORT, PHASE I DID NOT PRODUCE A COMPUTER-BASED FILE MANAGEMENT SYSTEM CAPABLE OF MEETING OUR NEEDS IN 1970.

A PRIORITY, THEN, IS TO DEVELOP A SUITABLE INFORMATION MANAGEMENT SYSTEM THAT CAN SERVE OUR NEEDS, AND THOSE OF OTHER COMMUNITIES IN THE PROVINCE, FOR A PERIOD OF SEVERAL YEARS. INVESTIGATIONS CONCERNING BOTH THE PROJECT'S COLLABORATION WITH AN OPERATING INFORMATION SYSTEM AND/OR DEVELOPING ADEQUATE SYSTEMS CRITERIA FOR DESIGNING A SYSTEM ARE UNDER WAY NOW. UNTIL THE SYSTEM UNDERGIRDING THE

INFORMATION EXCHANGE OR CENTRE IS DEVELOPED, THE VARIETY OF POSSIBLE DISPLAY MODES CANNOT BE SPECIFIED CLEARLY.

ATTACHED AS AN APPENDIX TO THE PHASE III PROPOSAL IS A TENTATIVE LIST OF SYSTEMS CAPABILITIES AND ALTERNATIVE DIRECTORY AND LIST FORMATS AND PRODUCTS FOR 1970. THESE ARE ENVISAGED AS BOTH DESIRABLE AND POSSIBLE.

WE HOPE TO DEVELOP THE CAPACITY IN PHASE III TO PRODUCE A VARIETY OF DIRECTORIES AND LISTS OF COURSES AND ANALYSES OF SUMMARY DATA DERIVED FROM THE FILE. IN ADDITION TO THESE DIRECTORIES, LISTS AND ANALYSES, WE HOPE TO EXPERIMENT WITH OTHER METHODS OF DISPLAYING AND DISSEMINATING INFORMATION ON COURSES IN ORDER TO EXTEND THE CENTRE'S USEFULNESS TO A LARGER COMMUNITY OF USERS. A VARIETY OF SUCH DISPLAYS AS ON-LINE TELEVISION AND REMOTE TERMINALS WILL BE STUDIED. FOR INSTANCE, WE ARE EXPLORING THE POSSIBILITY OF PUTTING THE FILE ON-LINE FOR THE TIMES OF MAXIMUM ACTIVITY, POSSIBLY TO INCLUDE:

- ADVERTISING WIDELY A SERIES OF TELEPHONE NUMBERS FOR THE PUBLIC TO FIND ASSISTANCE IN LOCATING INFORMATION - MANNED BY GRADUATE STUDENTS OR OTHER VOLUNTEERS, WHO HAVE HAD SPECIAL TRAINING AND ORIENTATION.
- A RADIO CALL-IN PROGRAM FROM THE INFORMATION CENTRE AT PEAK REGISTRATION TIMES.
- A HOOK-UP WITH AN EDUCATIONAL T.V. PROGRAM
- REMOTE DISPLAY OF COURSE INFORMATION AT THE ONTARIO SCIENCE CENTRE.

THE EXPANSION OF THE FILE TO INCLUDE SUCH DATA AS WORKSHOPS, SCHOLARSHIPS AND OTHER RELATED EDUCATIONAL DATA WILL BE STUDIED, AS WILL THE POSSIBILITY OF ENTERING INTO A CONSORTIUM OR NETWORK OF DATA CENTRES.

D. PHASE III

PART 2 OF THE FINAL REPORT OF PHASE II, ENTITLED PROJECT INFORMATION EXCHANGE: PHASE III - ESTABLISHMENT OF A WORKING MODEL FOR A CONTINUING EDUCATION INFORMATION CENTRE IN METROPOLITAN TORONTO IN 1970 (FEBRUARY 1, 1970 - APRIL 30, 1971) HAS BEEN SUBMITTED ALREADY TO THE INSTITUTE'S DEVELOPMENT REVIEW BOARD FOR APPROVAL. THE ABSTRACT OF THE PROPOSAL CONCLUDES THIS FINAL REPORT SUMMARY.

ABSTRACT OF PHASE III PROPOSAL

PHASE III PLANS TO ESTABLISH A WORKING MODEL FOR AN OPERATING CONTINUING EDUCATION INFORMATION CENTRE IN METROPOLITAN TORONTO WHICH WILL DEMONSTRATE THE BENEFITS OF SYSTEMATIC INFORMATION STORAGE, DISSEMINATION, AND DIFFUSION. THE MODEL INTEGRATES THE FOUR COMPONENTS OF PRODUCTION, RESEARCH/EVALUATION, DEVELOPMENT/DISSEMINATION AND PLANNING/ADMINISTRATION. IT REQUIRES A DYNAMIC INTERACTION OF STAFF, PROCESSES, OBJECTIVES, AND USERS IN THE OVERALL DESIGN.

THE WORKING MODEL (PHASE III) WILL: PRODUCE DIRECTORIES OF COURSES AND STATISTICAL REPORTS, TEST AND EVALUATE METHODS OF COMMUNICATING AND PACKAGING INFORMATION, AND EXPLOIT THE POTENTIAL OF INFORMATION STORAGE AND RETRIEVAL PROCESSES FOR FACILITATING IMPROVED ADULT EDUCATION PROVISION IN THE COMMUNITY.

SPONSORS:

THE METROPOLITAN TORONTO LIBRARY BOARD
ONTARIO ASSOCIATION FOR CONTINUING EDUCATION
DEPARTMENT OF ADULT EDUCATION - O.I.S.E.

DURATION:

15 MONTHS - FEBRUARY 1, 1970 - APRIL 30, 1971.

COSTS:

$100,770.

ERIC Clearinghouse
FEB 17 1970
on Adult Education